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ABSTRACT

Based on the experiences of the University for Man (UFM) in Manhattan, Kansas, this model for rural adult learning presents guidelines for people and organizations to start free community education programs. The manual provides specific steps in beginning, operating, and expanding programs which utilize community leaders and resources, and which require little or no expense for the free university teachers or students. The document discusses a basic sequential plan for starting a new program and emphasizes variances according to the size and needs of the community. An organizational checklist illustrates important points of consideration for all aspects of the program. Five chapters on "The Session" include information on timetables, teachers and volunteers, brochures, registration, and publicity. Six chapters devoted to "Organization" cover coordinator's role, advisory boards, legal matters, funding and finance, special projects, and evaluation and planning for future development of the program. Continual emphasis is stressed throughout the manual on meeting the needs and interests of the community, with flexibility and variation used, depending on changing needs and responses. (JD)

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the rural and small town community education manual

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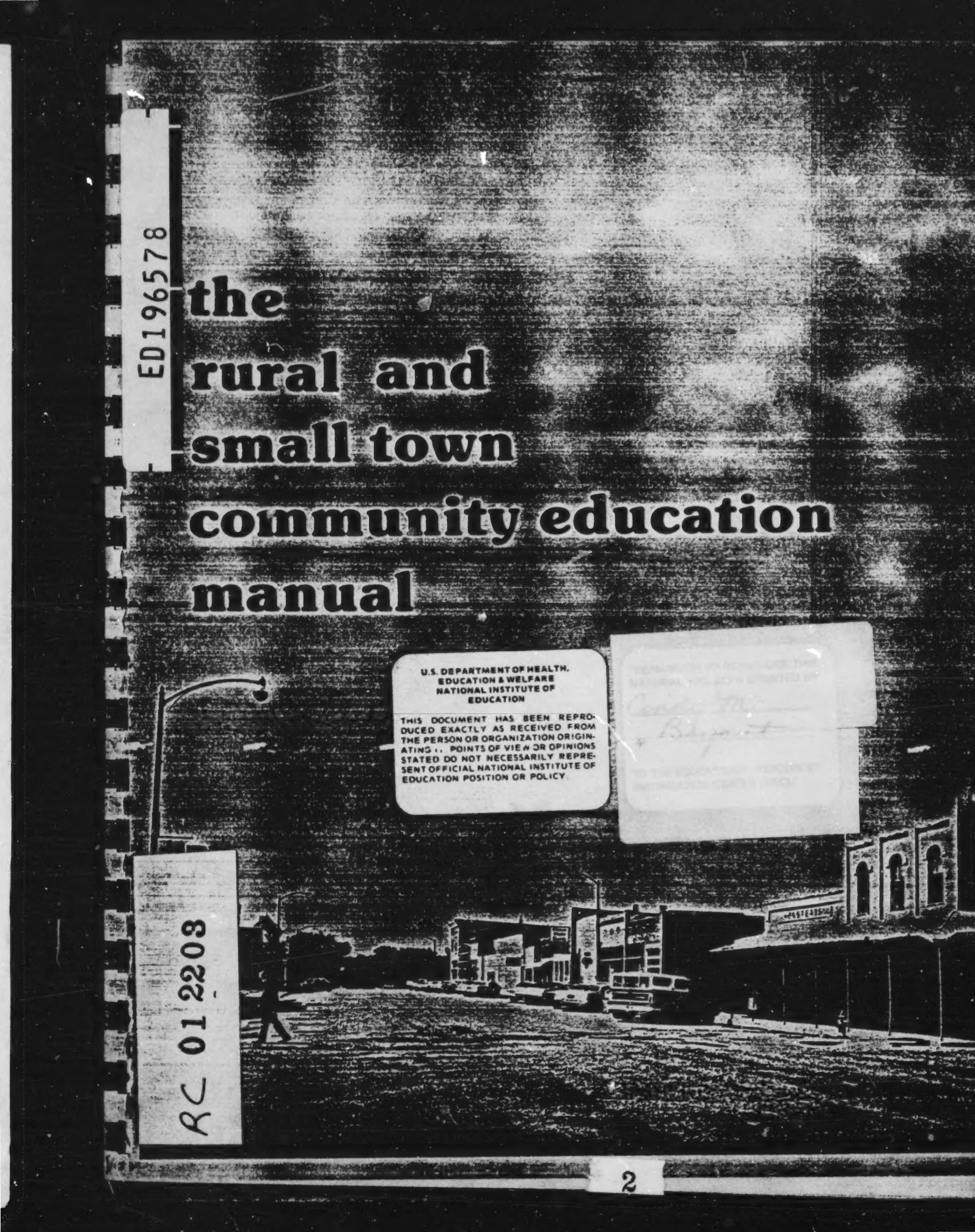

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THE RURAL AND SMALL TOWN COMMUNITY EDUCATION MANUAL

University for Man
Manhattan, Kansas

April 1980

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acknowledgments

Most importantly, we would like to express our admiration to the people in the places we work, the leaders, participants, staff, and advisory board members without whose work would not have been written. From age eleven to ninety, in all walks of life, farmers, housewives, townspeople are teaching, sharing and learning, exemplifying the spirit and substance of the free university-community education model.

To those people who have documented their work in Kansas for the past five years, either writing or contributing to articles, we are most appreciative. We are grateful to Gail Parks of the National Rural Center for her warm and thoughtful introduction. We are also excited about working with those who have helped to extend the University for Man work outside of Kansas: Paul Little, Jean Kelsey, Sandra Ingraham, of the Metropolitan Oklahoma City Public Library System; Sam Quick and Arlene Gibeau of the Kentucky Cooperative Extension Service; Gary DeRose and Carol Pagones of the Colleges of Mid-America in South Dakota and Iowa; and Daryl Hobbs and Bob Hagan of the Center for Rural Development, University of Missouri.

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foreword

This manual represents University for Man's work in pioneering community education for rural and small town areas. We have found that each one of us has something to share - a skill, insight, idea or talent - that someone else would like to know, and that every community, no matter how small, has an enormous wealth of untapped human talent. Having worked worked in towns as small as 170 people, and as large as thousands of people, we have discovered that any community can have a free university-community education program.

Beginning in Kansas in 1975, we are now working in six different states, including Missouri, Oklahoma, South Dakota, Iowa, and Kentucky, to help people and organizations start community education programs. While the model was developed in Kansas small towns, the interest and requests for information and assistance from people in small towns all over the country have made us realize that this model is applicable to any small town community. Thus, the purpose of this manual.

We hope this manual will be useful and helpful, and invite you to join us in the joy of learning and the spirit of community betterment.

contents

Introduction, by Gail Parks..... Page 1

The University for Man Story..... Page 3

How to Begin..... Page 7

THE SESSION

- Timetable..... Page 12
- Teachers and Volunteers..... Page 15
- Brochures..... Page 22
- Registration..... Page 35
- Publicity..... Page 40

ORGANIZATION

- The Coordinator..... Page 44
- Advisory Boards..... Page 52
- Legal Matters..... Page 57
- Funding and Finances..... Page 64
- Special Projects..... Page 71
- Planning Ahead..... Page 75

Bibliography..... Page 78

introduction

> My belief (is) that the vast majority of people are essentially the same, that we desire most of all to improve ourselves through learning, books, and contacts with others, that we strive in youth and throughout our lives for continued personal improvement.

Jesse Stuart said that in 1958 -- twenty-two years ago. It was part of a preface of a book that he wrote in the 1940's about education during the thirties and forties. At that time, most rural communities still had "community education," although the term had not been invented. Nor had the term free university been conceived, nor would anyone have understood what is meant by an alternative school or a school without walls. People did not talk about postsecondary institutions or lifelong learning (though there was plenty of the last). There were elementary schools, high schools, colleges, and universities. Before World War II most people considered themselves among the fortunate if they managed to complete high school. Only a small minority had access to formal learning after the senior high year. Today, people are "going to school" in unprecendented numbers, piling up credentials, degrees, grades and credits, but apparently not doing as well academically as they did fifteen years ago.

Something seems out of joint when people stay in school longer but appear to learn less. Have people changed? Was Jesse Stuart wrong? Are people really concerned with getting the credential and not with attaining "personal improvement"? Evidence in places like the University for Man seems to refute such a claim. People keep coming, as learners and teachers, whether or not there is a grade to be earned, a credit to be had.

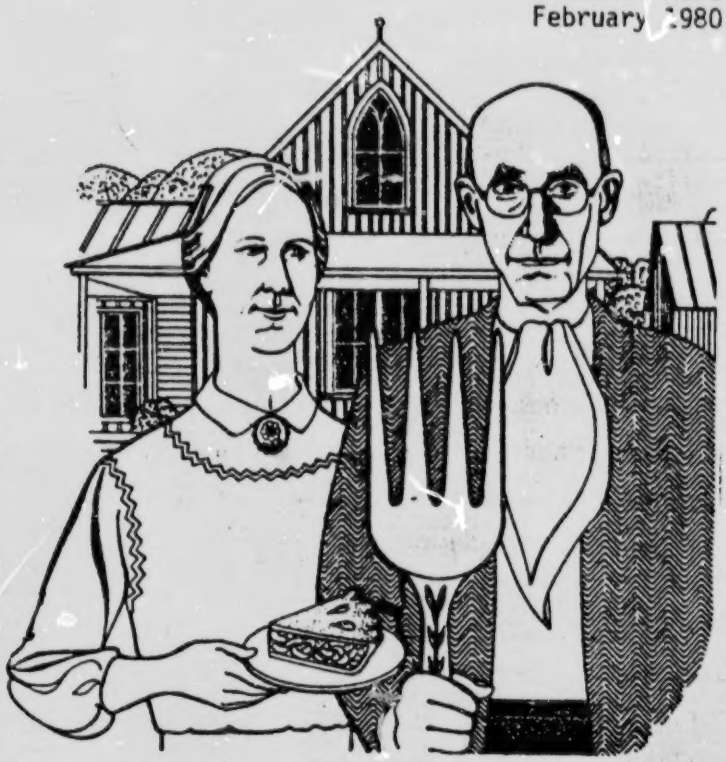
They come for a variety of reasons. Perhaps many of them come because they discover themselves to be creators and dispensers of knowledge as well as recipients of it. Perhaps a great many of them stay because of the opportunities provided in free universities to make learning a part of life and community - to see learning as what

one does in life.

That kind of learning belongs to long-standing American tradition. Since the days of the early Republic - and even before they were a nation - Americans have been insatiable, incurable, and enthusiastic organizers of learning for themselves. They have attended "Chautauquas," spelling bees, missionary study groups, singing schools, and lectures on everything from beekeeping to Transcendentalism. Americans have been going to school for a long time without needing grades to keep them there.

We have tended to forget or overlook the voluntary aspects of learning in recent years, perhaps as an unintended consequence of a public education system that has grown enormously - and that is certainly essential in a democratic society. If carried too far, however, compulsory schooling tied to jobs and security, can affect people's feelings about learning. That may have happened. That may be why community-based, alternative, free institutions are especially necessary at this time. They meet a need that often goes unacknowledged - the need Americans have long demonstrated they have for personal improvement.

Gail Armstrong Parks
National Rural Center
February 1980



the ufm story

by Sue Rieger

This manual for rural and small town community education has been written based on the experiences of University for Man, which has developed a unique model for rural adult learning based on the "free university" concept.

An Overview of Free U's

A free university is defined as "a community learning center that connects people who want to teach or learn with the resources to meet their needs." The free aspect of free universities does not necessarily refer to monetary cost, but to the educational process itself. The free u. motto is - "Anybody can teach, anybody can learn."

The framework of a free u. is flexible so that participants can form learning experiences that reflect their needs and interests. Age and economic barriers are removed because classes are open to anyone, and require no charge or a minimal fee. Free u's have two other unique characteristics; they are controlled locally and can operate cost-effectively on a relatively small budget. Free u's emphasize comfortable learning environments, group interaction, freedom to initiate projects and activities, and learner participation. Free u's attempt to orient education towards the learner and build a sense of community into the educational process.

The free u. movement began in 1964, at the University of California at Berkeley, as an outgrowth of the Free Speech Movement. Many other free u's sprang up on college campuses across the nation as a reaction to problems in traditional education. They arose from a need to discuss social issues, a sense that learning should be community-oriented, a belief that education is inherently democratic and the idea that students should have an input into their own education.

Although free u's began on college campuses, they have since shifted to serve the entire community. Over 200 sponsored and independent free u's have sprung up in rural and urban settings nationally.

UFM History

In Manhattan, Kansas, during the fall of 1967, a group of people were informally meeting in local homes to talk about society in the year 2000. A few people thought that there were probably others in the community who would like to get together to exchange ideas, learn skills, meet new friends and perhaps have a forum for community organization around projects of common concern and interest. They approached the student government at Kansas State University in Manhattan, secured a few hundred dollars for a brochure and use of an office, and put together seven courses led by volunteers, free of grades, credits and charges, and open to anyone. From this simple concept the University for Man was born in the spring of 1968.

Today UFM offers about 900 courses and other events in Manhattan each year and involves over 12,000 participants. Leaders are volunteers and courses are held in a variety of locations: churches, libraries, parks, campus classrooms and people's homes. A brochure is published three times a year and UFM is funded by the KSU Student Governing Association, the Division of Continuing Education, and the local United Way chapter. UFM also serves as an umbrella organization for a variety of programs and services which address previously unmet community needs, including a community garden project, an evening child care program, a crisis and drug education center, a women's center and a food co-op.

Another major development at UFM was the formation of the Appropriate Technology Program in the fall of 1977 in conjunction with the College of Architecture and Design. Its purpose is to do research and educate individuals and communities on ways to become more self-reliant in the areas of energy, food, shelter and education.

The Outreach Program

The excitement generated in Manhattan was tremendous and the staff at UFM wanted to share the free u. model with others, especially those in rural areas. Thus, the Outreach program was born.

During the summer of 1973, UFM hosted a course called "Perspectives on Kansas Communities". Instead of having social scientists talking to one another in these presentations, people were invited from the "real" world. On hot summer nights large numbers came to participate in each session.

Spurred by this response, UFM presented a series of town hall

forums on issues of public policy and concern. As part of this project forums were held in nearby smaller communities - Clay Center, Abilene, Marysville - and again the response was electric. People of all ages turned out to take an active part in the discussions, reinforcing the belief that rural America was a vibrant, stimulating place.

In July 1975, UFM received a major grant from the Fund for the Improvement of Postsecondary Education, Department of Health, Education and Welfare, to replicate the UFM model of community education in twelve rural communities over a two year period.

It was obvious that a huge untapped need had been met. On an average, there were 80 to 100 courses per year involving about 1,000 participants in the 12 towns. The average population of these places was 3,500. Ten of the 12 projects were taken over locally, and are still growing.

In 1977 UFM began to provide technical assistance to any community in Kansas which wished to start such a project. In the next two years UFM helped to start 25 rural and small town community education programs in Kansas. In 1979, some 31,000 participants in the state took part in these projects at the low cost of between $7 - $8/participant.

The Community Resource Act

One of the results of this success was the passage of a bill in the Kansas Legislature in 1979, entitled the "Community Resource Act". The Act provides funds to help local communities start free u's. In the spring of 1980 eleven Kansas towns received funding in the first round of awards to develop community education programs.

Extending the Model

With the free university proving to be exciting for small towns in Kansas, it was seen that rural areas in other states could also benefit from the model. As of this writing, UFM is working with organizations in five new states - with the Oklahoma City Metropolitan Library extension services in Oklahoma; with Colleges of Mid-America in South Dakota and Iowa; with the Kentucky Cooperative Extension Service; and with the Office of Rural Development at the University of Missouri.

Conclusion

The growth and development of small town community education programs in Kansas and five other states is indicative of the viability of the UFM model for rural adult learning. In each locality, the program is slightly different, responding to the unique characteristics of the

community. There are county-wide programs which involve several small towns in the county. There are strong programs in towns as small as Olsburg, Kansas, population 170. There are programs in farming communities, in bedroom communities, in towns with a good many elderly people. Because of the flexibility of the model, any rural community in America can have its own free university-community education program.

how to begin

by Sue Maes

A community education program is not very difficult to start. To start a program, you need only a borrowed phone and office, and human energy. Money is not critical. Programs can run for as little as $100 per year. After your program is started, you may want to grow and hire a part-time paid staff person, but that comes later in the development.

Here are some steps we have found to be productive in getting the program off the ground:

1. One or more persons in the community become interested in the program and want to know more.

2. These interested persons call together a meeting to find out more about community education, and invite as many different people as possible. At the meeting, the people learn about the concept and program of community education. A neighboring program, the UFM film "Grassroots Eductaion", brochures from other programs, and this manual, are all resources. The concept of community education is that everyone would like to learn something, and more difficult to grasp for some people, that each person has something they can teach in the program. The program is simply that community education prints a brochure of topics people want to teach and encourages people to learn.

3. After that initial meeting, a core group of people who want to work on the project can form and work out some of the preliminary questions.

Will the group be independent, or can it be sponsored by a community agency, like the library, extension office, or church?

Where can the group get free use of a phone and office? Possibilities are the library, church, county courthouse, etc.

How many brochures do we want to put out, and at what times during the year?

Who can be on the advisory board?

4. An advisory board is formed. It is key to have a group of influential community and civic leaders behind the program. They do not need to do the work but they have to be supportive of the program for it to succeed. The advisory board members can also provide contacts and perhaps funding. To make sure the advisory board is behind the project from the start, talk to community and civic leaders even before your committee is formed. They should be invited to the first meeting if possible. Make sure they are included in the formation of the program. After you have visited with each one of them individually, select those persons who are both leaders in the community and also people who understand and support the program.

5. Send out an interest survey to as many people in the community as possible. List 15 to 50 possible course topics and ask them to check which ones they would like to take. List several, and request write-ins, of topics that they could teach. Distribute the survey through stores, at club meetings, or in church.

6. After the survey comes in, draw up a list of 10-20 classes for the first session. Use your friends, relatives, and contacts for the first session. Once some people offer a class, everyone else will realize they can teach subjects you know they are familiar with.

7. Put it all together. Draw up a simple plan for the organization. The organization should include a program coordinator, steering committee or volunteers, and advisory board. Ask for a free office and phone. Get course descriptions for your first session. Print the catalog, distribute it, and register the folks. Don't be disappointed if the first session isn't a smashing success. That will come later. As long as you have done a good job with the planning, the program will catch on.

8. This process can take as little as four weeks, or as long as eight months, just depending on your community and how you want to proceed. But avoid the months of June-August, and December, as those are hectic months for people and the program has too much competition from Christmas and summer to be effective.

While the basic outline for starting a new program holds true for any kind of situation, there are variances according to the size of your community.

Towns 1,000 or less population. Here the local population will probably not be able to support a paid coordinator, so a volunteer coordinator and steering committee are your basic organization. Often the advisory board and steering committee are the same group. For gaining local interest, a full fledged "town meeting" is possible for towns of less than 1,000. In a town of this size, a program can be started in as little as four weeks.

Towns 1,000 - 5,000 population. Programs in towns from 1,000 to 5,000 people might consider county-wide programs, thus providing a larger participant base, and also opening up funding possibilities from the county. Programs can be run either by a part-time paid coordinator and volunteers or totally by by volunteers. You will want an advisory board of community and civic leaders separate from your volunteers.

Towns 5,000 - 20,000 population. In larger towns, you may not be able to get to talk to all of the town leaders, so a representation is important. Also, holding a "town meeting" might be substituted with another gathering open to the public. Community need surveys cannot be sent to everyone either, so a selected poll of community leaders or talks at club meetings could be done instead. The start up time may be half a year, and a half time coordinator will probably be required to maintain the program.

If your program is to be initiated by an existing community organization, some of these suggestions might apply:

Libraries. Existing library staff can serve as the program coordinator, but the library board may want to have a special advisory committee for the free u. program. Getting the support of other educational agencies in town is important for a program run out of the library.

Cooperative Extension. Programs can be coordinated either by the professional extension staff, such as the home economist, or by a volunteer committee assisted by staff. County-wide programs are a good possibility as Extension programs are usually run on a county wide basis. A separate

name for the program will be important to distinguish it from other Extension programs and give it a new image.

Churches. Churches are good places to start community education programs because they have facilities for meetings, and a spirit of volunteerism. Any church taking on a program, however, will need to be careful about making the program open to the general public and seeking the cooperation or assistance of other churches in the area. In similar towns, churches may be an excellent sponsor, and their mimeograph machine could be used to duplicate the brochure.

Recreation Commissions. Recreation commissions already sponsor various recreation activities, and community education is a broadening of the concept of leisure, avocational and personal growth. Again, a new name and separate identity will allow the program to reach new populations - the elderly, women and the nonathletic, people who might not be presently reached by the recreation commission. The recreation budget is a good place to get funds for the program, and the increased participation the free u. brings should justify increased funding for the recreation commission.

Self Generated Programs. Many small town and rural free u's are started independently by self-generating people who give the program a name, form a board of directors, and incorporate as a nonprofit organization. It is important for the independent group to have some respected community leaders support the project, and to avoid the advisory board becoming a clique of the same kinds of people. The independent program can go to a variety of local and county sources for funding: city government, county government, United Way, ministerial association, clubs, banks. Especially effective is to approach all of the above sources, asking for contributions from a variety of sources, and getting a combination-funding plan.

ORGANIZATIONAL CHECK LIST

As you start your community education, use this checklist to determine if you have considered all aspects of the program:

_____ Have community needs been defined or explored?

_____ Have local and civic and community leaders been contacted about the new program?

_____ Is there a steering committee or group of volunteers ready to help?

_____ Is there an advisory board formed?

_____ Is there a coordinator or principal contact person named?

_____ Has your structure been determined - independent organization, sponsored by another organization?

_____ Is there a name?

_____ Is there a timeline for the first session?

_____ Has initial monies been raised for the first brochure?

Intermediate checklist: Before too long, you will have to tackle the issues below. This can be done before the first session, or after your first session is underway.

_____ Do you have need of an office, and if so, where?

_____ Will you need a phone?

_____ Will you incorporate?

_____ Will you need a part time coordinator?

_____ What long term goals does the organization have?

_____ How will the program be financed in the future?

the session timetable

by Mary Clare Dwyer

The timetable is designed to help the coordinator plan activities for the year. Most of the timetable concerns the planning, preparation and operation of the class session. However, it is also helpful in scheduling advisory board meetings, publicity, projects, evaluation and other activities around the class session. A good timetable will be of assistance to any education coordinator.

THINGS TO CONSIDER

As a project prepares for each set of classes and begins to schedule courses and events, certain times are considered ill-advised to hold activities. It would be best not to schedule classes (or at least not too many) during county fair times, on holidays and/or Monday holidays, on the same day as a town picnic, sidewalk sale, etc., right before and right after school starts in the fall, a few weeks before Christmas till after New Years and at other times a project would consider important to their community.

Also as a coordinator plans her/his vacation time it is good to remember that August is a bad time for a trip as the fall brochure will be taking up a lot of time. December, however, is a good time because as people get ready for Christmas their interest in community education will slacken.

DESIGNING THE TIMETABLE

The place to start in designing the class session timetable is with the start of classes. The best times to start classes are in September and in January. Other class starting sometimes are in spring and early summer. Whatever the starting date, start with the class starting time and work backwards.

While each timetable may vary slightly from program to program, the basic steps in the operation of the free u. program are:

Announce Session
Recruit Teachers
Course Descriptions Written

Brochure typed, layed out, sent to printer
Brochure at Printers
Distribute Brochure
Publicity
Registration
Classes Start
Classes Running
Evaluation

If a program runs four sessions a year, a typical number, you will have twelve weeks for each session. Based on the experience of programs in small and rural communities, the following number of days or weeks is a good approximation of how long it will take you to complete each of the above activities.

Recruit Teachers	4-6 weeks
Course Descriptions Written	(while recruiting teachers)
Brochure Typed, layed out, to printer	one week
Brochure at Printers	one to two weeks
Brochure Distributed	one week
Publicity	two to three weeks
Registration	two to three days
Classes Start	0
Classes Running	four to ten weeks
Evaluation	one week
Announce Next Session	

By starting with your D-Day, the day classes start, you can work backwards and figure out when you have to start and finish each step in the process.

WEEK	ACTIVITY
-12	Announce Session
-12 to -5	Recruit Teachers
-5	Course Descriptions Written
-4	Brochure Typed, layed out, to printer
-3	Brochure Back from Printers
-3	Brochure Distributed
-1 to -3	Publicity
-1	Registration
0	Classes Start
-1 to -10	Classes Running
-10	Evaluation

This should be a standard timetable for every one of your sessions. By picking your starting dates for each session, you can again work backwards using the calendar and figure out when each activity needs to start and finish.

For example, if you want to start your classes on April 1, the following timetable would follow:

DATE	WEEK	ACTIVITY
Jan 1	-12	Announce Session
Jan 1 - Feb 27	12 to -5	Recruit Teachers
Feb 27	-5	Course Descriptions Written
Mar 1	-4	Brochure typed, layed out, to printer
Mar 7	-3	Brochure back from printers
Mar 7 - 14	-3	Brochure Distributed
Mar 7 - 20	-3 to -1	Publicity
Mar 23 - 31	-1	Registration
Apr 1	0	Classes Start
Apr 1 - June 15		Classes Running
June 15 - June 23	10	Evaluation

Once you have laid out the timetable for each class session, you have a clear picture of what activities you and the program will be involved in for every week of the year. From there, you can plan vacations, special projects, board meetings, fairs and festivals, and other events around your class session timetable. For instance, you won't want to schedule a board meeting during registration, or a special project the week you are typing and laying out the brochure.

You will also be able to synchronize your schedule with other community events and calendars. If a county fair takes place in late August, you might want to time your schedule so that brochures will be out during that time.

A clearly planned timetable done a year in advance can give both the coordinator and the board adequate time to plan the program's activities, and to make plans for those inevitable busy times.

teachers and volunteers

by Bev Wilhelm

America is a nation of volunteers founded on the ethic of people helping people. Volunteerism is so important to the structure of life as we know it in this country, serving to bind communities and the basis upon which the free u. is built. Throughout the country, volunteers have shown their competence in the initiation, maintenance, and growth of rural community-based free university programs. When properly informed and assisted, volunteers can effectively perform many tasks necessary to keep a program viable. They have been found to be dependable, cost effective and an efficient human resource for enhancing life-long learning, and in meeting community needs that a coordinator or staff person would not be able to fulfill.

Within your community there are many people who have the time, energy and talent to work in many areas of a community free u. and who contribute greatly to the effectiveness of their programs. These "helpers" volunteer out of a sincere desire to help others and will usually serve as long as their jobs are meaningful and recognized as an important part of the program.

VOLUNTEER TEACHERS

Getting people to volunteer to teach has never been a problem for most free u's. If you plan your sessions in advance, and do a reasonable job of looking for leaders, you should be able to come up with scores of interesting, enthusiastic people willing to teach, or ready to teach again.

Most free u's publicize the fact that they are looking for volunteer leaders for the upcoming session. Some ways of telling the public you are looking for teachers are:

* run public service announcements on radio
* put a short notice in the newspaper
* put up posters
* set aside a part of the brochure with course ideas and an

appeal for teachers

* notify volunteer agencies that you are looking for teachers
* send notices to clubs, luncheons, newsletters, and other group functions.

One really effective way of getting yourself and your need for teachers into the public mind is by word of mouth, both formally and informally. Informally, by telling people who tell people who tell people. Formally by hitting the interesting places in town and talking to people about your organization. For example, spend ten minutes talking to the local portrait photographer, and get him or her interested in the free u. Talk to community service clubs and church organizations. Best of all, word of mouth. Personal contact. Get out and talk to people about an interest or hobby they might have. If they can't do a class for the current session, try to get a tentative commitment for another time. Ask who they could recommend to do the class for which you need a leader. Be enthusiastic and make teaching at the free u. sound like fun. Once you're well known in the community, teachers will come to you. This gives you an opportunity to build a file of potential leaders and to tell more people about the program.

Volunteer teachers are best recruited by specifically looking for a teacher in a given topic. To do this, first consider possible classes that people might be interested in. If you have the resources, do a survey of past participants, or get outside opinion about new ideas for classes. Other sources for "current" topics (like solar energy or investments) are in the newspaper or the best sellers on the bookstore lists. Listing a section in the brochure to request a course is another way to get ideas for classes.

With the list of class ideas, it is then a matter of being a "learning detective" to find out who can teach the subject. Use contacts and leads. Ask people if they know of someone who can teach the subject. Use contacts in related fields to help seek out teachers. With some courses the leads will be obvious. For car mechanics, call a garage, or a service station. For arts and crafts, call the local arts guild or art association, art gallery, or go to craft fairs and sales. For other topics, you may have to do more hunting. Ask friends, professionals, school teachers, or anyone even remotely akin to the topic you are looking for.

When you find a person with the sought after skill, the usual approach is to invite the person to teach and to note that you have had some interest in the class. The basic elements in asking the person to teach are to acquaint them with the free university concept if they are not familiar with your organization; to invite them to teach by saying that you think there is interest in the course or that you would like to see the course offered; and finally to briefly mention some facts like the time and place are up to the instructor, how long or short the session could be, how many people in a class, how material is presented, etc. If the person feels (or better yet, if you know you have people interested) that his talents are wanted, they will be more likely to teach. If they understand your program and that you think there is some demand or interest in the class, that should be enough information. If the person doesn't want to teach, ask him or her to suggest someone else who might be willing.

For people who are difficult to convince, it is worth the trouble to convince the person, though, because that concept of sharing learning is at the heart of the free university.

Some common questions or comments from people unsure of their own ability to teach:

* "I don't have anything to offer."
* "I know how to do it, but I'd never be able to teach a class how to."
* "Who would be interested in what I know?"
* "I never was very much for school."
* "Where would I do it?"
* "I couldn't talk all night for 16 weeks."
* "I wouldn't know where to start."

The two basic hesitancies people have are: 1) that they don't have anything to teach; and 2) that even if they know something, they can't teach it.

Both of these hesitancies involve a new way of thinking away from standard school ideas and toward the concept of sharing learning in an informal situation. With the first hesitancy, find out the person's talents and skills. Find out their job or occupation, special interests and hobbies, ask what they like to do, ideas of problems they are interested in and you can quickly come up with five or six topics they can teach. At one free u., a male participant in an arts and crafts class told the free u. staff the class was great, he only wished he knew

something to teach. The man, the staff person quickly found out, had a hobby of tanning rabbit hides and skins. The next session of the free u., that man was teaching a course on tanning hides and skins and had 12 interested people in his class.

The second great hesitancy - about teaching itself - can be overcome simply by telling the person about the class. Tell the person they don't have to lecture or use a blackboard, that they can simply "talk" about the subject. The classes take place in homes, churches and community rooms, not classrooms. Mrs. Jones down the street is going to teach at the free u., and if she can do it, you can also. The person can make the class whatever he or she wishes, they normally only meet one night a week for a couple of hours. They can do a class for two or three meetings, if that is all it takes to learn the topic.

To get teachers again, be sure you follow up on them the first time they teach. Make sure they have everything they need before they start the class, that the facility is adequate and that they feel good (although nervous) about doing it. Call soon after the first class is held and ask how it went. Help with any problems or just provide some reassurance. If it would help, attend the class yourself. After the class is over, send each instructor a post card, personal note, or phone call thanking them for teaching. When you come to the next session and give them a call, they will be supportive of you and your program.

Be sure to use your old teachers to locate others. Mention a couple of ideas for classes you would like to see happen, and ask them to invite friends to teach.

There are literally dozens of places you can look in any community, no matter what the population, for teachers. Here is a list of places where you can start looking for people who might like to teach: Extension Units, 4-H Clubs, Girl/Boy Scouts, church organizations, recreation programs, study clubs, private dance studios, pottery

shows, craft shops, art councils, PTA, libraries, colleges, service clubs, bridge clubs, speakers bureaus, police department, sheriffs departments, high schools, YWCA, YMCA, business and professional people, County Health Departments, theater groups, photographers, local newspapers, radio station, florists, Sr. Citizens groups.

VOLUNTEERS

There are many rewards for being a volunteer, in whatever area of need, be it typing, telephoning, helping with registration, actually teaching or being a board member. The opportunity to meet people, to share knowledge, brushing up on a skill, helping one another or just having fun are all reasons to become involved that people should find satisfying.

Volunteers in small towns have strengthened the concept of volunteerism while seeking to improve the quality of life in rural America. As long as there are volunteers willing to share their skills and individuals in learning those skills, community education has a vital role in the development of small town communities.

Volunteers have always existed in society, and their potential worth is enormous. You couldn't pay enough for some valuable volunteer efforts. Establishing a workable volunteer program is basically a matter of good practice and working with people. A free u. needs a volunteer program for several reasons. One, it provides free labor, and every free u. can use extra hands. Second, volunteers balance the "professionals" or paid staff, and help keep a good perspective to the free u. Third, volunteers are part of the community and add a sense of community. And fourth, volunteers can have valuable contacts with people in business, press and other sectors of the community.

There are many different kinds of jobs for volunteers to do. There are basically two kinds of jobs - routine tasks, and jobs with a great amount of freedom, responsibility, and potential. People usually prefer one or the other, so be aware of what kind of job a person wants and can do.

Here are some jobs for volunteers:

1. Answering phones. For staff, answering phones is a chore. But volunteers may be bright, cheerful, and helpful. Be sure to provide a list of necessary info (teachers' names, phone numbers, most common requests, etc.).
2. Publicity. Writing stories for newspapers, putting up posters,

etc., sending out public service announcements to radio and television.

3. Printing. Some people can do lay out, artwork, and help get printing done.

4. Moving things, especially for volunteers with trucks or large cars.

5. Finding space for classes.

6. Paying teachers and helping with other records.

7. Do statistical counts. Often staff members don't have time to go over registration forms and come up with helpful statistics.

8. Errands.

9. Setting up a pot luck dinner for teachers.

10. Putting up posters.

11. Working on the Mailing lists.

12. Call the teachers to find out if things are going well.

13. Call teachers before the deadline to find out if there are any changes in their courses.

14. Putting-up and manning booths at fairs and festivals.

15. Sitting in on classes.

16. Doing some public relations and just talking up the free u.

17. Editing and proofing catalog copy.

18. Doing "certificates" for volunteer teachers.

19. Registration.

20. Catalog Distribution.

WHAT TO EXPECT. Be patient and relax. Volunteers won't sign up and stay for years, or even months, sometimes not even the whole morning. But if you can spend a little time talking with the volunteer, finding the right job, and a job that isn't overwhelming, you can get a lot done.

Try to plan ahead one to two weeks what you want done. If the volunteers don't get to it, you still have time to do it. Overbook your volunteers. Don't rely on one or two to do a job. Ask for about 20% more help than you actually need. Then, when people don't show up, you won't be hurting.

When people don't show up, son't get angry or turned off. Call the volunteer and make sure that they understand that their help is important. But be pleasant about it. For example, say, "Mary, I thought you were going to be in at 9 a.m. this morning. Is there another time when you could help out?" In that way the volunteer knows that his or her presence is important, and that they are welcome back.

FOLLOW UP. Follow up is always important. Make sure your volunteers get talked to from time to time. Call or write a post card and tell them they are important to your organization. Take time to answer their questions or just chat for a few minutes. Provide them with tasks they like. Keep in mind that menial tasks are often ones volunteers like to do. Thank them for coming each time. Have an "idea party" once in a while for volunteers and teachers and talk about new ideas and plans that volunteers could get excited about and do.

REWARDS. Everyone needs to be rewarded in some way for the work they do. A "thank you" is always appropriate. If there are other ways to reward people, do it. Suggest that your volunteers put down their free u. experience on a resume. List your volunteers in the catalog. And once in a while, think of something special to do for your volunteers. You may not have gold watches to pass out, but there are other ways. Sending out Christmas cards to every volunteer who has worked during the previous year is one way. The volunteers will appreciate it and will come back again.

Volunteers stimulate the organization in many ways. They help out with chores; they develop positions (such as publicity chairperson head); they have ideas; they provide the free u. with contacts and introduce other people; they "talk up" the free u. even after they leave.

DEVELOPING A VOLUNTEER PROGRAM. Keep these items in mind when developing a volunteer program:

I. Train yourself. Contact the United Way, Voluntary Action Center, or other organizations for advice. Read Marlene Wilson's Volunteer Management.
II. Allot time to working with volunteers.
III. Design a volunteer plan. Map out jobs to do.
IV. When you are ready, take a deep breath, get set to meet some interesting people, and go with it.

The Effective Management of Volunteer Programs, by Marlene Wilson. This book is so current, concise and excellent that it deserves a very high recommendation. Chapters include the "new volunteerism," "managing volunteers," designing volunteer jobs, why people volunteer, and working with staff, among others. It is well worth the $6.00 price. Order from Volunteer Management Associates, 279 South Cedar Brook Road, Boulder, Colorado. 80302.

brochures

by Miriam Miller, A. J. Puhl,
Beverly Wilhelm

The brochure is essentially what a community education project is all about. It is printed evidence that the project does exist. These printed brochures, booklets or catalogues, have subject matter devoted to defining the community education idea. The courses and ideas should be presented in such a way that they reflect the attitudes of the particular community. If skillfully done, the brochure is not only a statement of the community education philosophy but also a comment on the community's commitment to join together in a spirit of sharing and learning.

I. Format. The brochure's format is open to many possibilities. Specific styles, themes, colors, pages, etc. will all be determined by the community's needs. Some basic considerations might include: 1) financial circumstances, 2) number of copies to be printed, 3) audience impression sought, 4) importance attached to the catalogue itself. Since the brochure should reflect the total community in its appeal to all, its information, and how it is packaged and conveyed is very important. Unfortunately, a community's financial "circumstances", and the "most for the money" attitude, tend to rule over the brochure's production. This type of thinking need not be a drawback as there are ways of dealing with the low budget problem creatively. Some examples might be to 1) Consult the journalism department at the University or College. This may be an applicable project for a graphics and/or editing class. It also might be used as a problem study for a graduate student. 2) A group of high school journalism students might use the brochure as a project in independent study. 3) Be sure to be open to the ways other magazines and brochures are layed out, as they are usually also on a tight budget.

In general, several things are worth mentioning and remembering

when putting a brochure together: readability (both type size and flowing sentences), versatility, economy, and creativity. Concentrate on one intention for the brochure, courses being the main focus, supplemented by other features, facts, thank you's, advisory boards, calendars, etc. Below are some tips to follow when working with brochure production.

1. Be aware of the budget's limit before beginning.
2. Remember the number of courses may vary with each publication and may drift in at the last minute.
3. Format and size are difficult to calculate. (Look for examples)
4. It takes TIME to do the typing, layouts, pasting, printing...!!
5. State the philosophy of the program clearly in the brochure.
6. Avoid rambling generalizations. Write clear course descriptions giving attention to time, place, and class requirements.
7. Make mileage with heads and photos, also captions and quotes. Express and reinforce key elements of the subject in these areas with the use of graphics.
8. Organize - use headings, dividers, etc., to organize areas of the brochure.
9. When used as a publicity device, or as an informing method about the program, use a cover letter to capture the attention of the reader. Aim the letter at one person rather than a routine form letter.
10. Be sure to include the name, address and telephone number of the organization in a good spot on the brochure.
11. Be critical of each brochure produced and jot down new ideas and corrections for the next one.

II. Things to Include in the Catalogue. In planning a catalogue or brochure to present the courses to the community, decide what ideas you want to convey and how this theme can be expressed simply, clearly, and with minimal cost.

A. Styles - What the brochure says visually!

Examples; flowery, folksy, modern, informal

Things to consider:

1. Size of Catalogue	Suggested Dimensions	sample costs (1977 prices)
a. newsprint (tabloid)	17½ by 11½"	8 pages 2,000 copies $ 125.00

	Size of Catalogue	Suggested Dimensions	sample costs 1977 prices
b.	book style (newsprint with staples)	8½ by 11"	48 pages 13,000 copies $ 1,000.00
c.	book style (colored paper - no staples)	8½ by 11"	8 pages 2,000 copies $ 135.00
d.	flyer (1 long page 2 folds)	11 by 25"	2,000 copies $ 120.00

e. other

2. Color of Paper
3. Color of ink - dark on light is better for readability
4. Number of pages
5. Style of type
   examples:
   Letter gothic - Letter Gothic
   Prestige elite - Prestige Elite
   Courier 72 - Courier 72
6. Style of headlines (rub offs). These should complement the theme and style of type.

bold GOTHIC

COOPER LUBALIN

MODERN 20 FOLIO

* Sources for Rub-offs - Stationery and Office Supplies Stores
Campus Book Stores
Newspaper Offices
Supply Companies

7. Dry Transfers (zip a line) for underlining and setting off borders.

8. Number of columns per page - consider readability.

B. Artwork - this can be cover drawings, photographs, designs, etc. Artwork in the Community Education brochure can make or break it. Here are a few points to remember:

1. Use bold, dark colors for ink - such as black or India ink.
2. Don't be too picky about details (when it goes through the final shooting stages, it will be hard to detect fine lines.)
3. Make sure the artwork is in harmony and unity with the courses, events and programs. Also consider its relevance to the community - is it appealing to the general population or just a few? Does it reflect community attitudes? (Not all artowrk has to reflect community attitudes, but it should not be contradictory either.)
4. Small drawings of pictures can be good for space fillers.
5. Make sure that the art design used for the cover stands out and catches the eye of the reader. An attractive cover is more likely to be saved than a gaudy or unappealing one.
6. Be sure to get permission before using photographs and particular artwork. Check the copyright. (It is the law!)
7. Try to maintain continuity in artwork (type & graphics) and throughout the brochure.
8. Be careful about the artwork quality. Not all artwork reprints or reduces well.

Photographs are used as an effective artform. If used correctly, they will be an asset; used incorrectly one photograph could spoil the whole unity of the brochure. To achieve the effects desired, there are

a lot of things to be aware of. See the following article for specifics on: Quality, essentials of good pictures, ethics, cropping and sizing, color photos, mechanics, off set process, the law, and cost! Photographs cost more than line drawings, but even one good photo, usually on the cover, can make a catalog very attractive.

Resources for artwork and drawings

1. Local Artists - Be sure to have the chosen artist submit several drawings before giving them the OK.
2. Art classes
3. Art Instructors
4. Newspapers, magazines, other catalogues
5. Library, Historical Society
6. Art Shows or displays
7. Sponsor an Art Contest

C. Courses - The descriptions should be short yet inclusive and interesting to read, (a clever title sometimes helps).
Included in the Description:

1. Name of Course
2. When and Where
3. Who teaches
4. Length of Course
5. Materials needed
6. Size limit
7. Course content and level (beginning, advanced, etc.)

D. Programs and Services - Other happenings in the community that should be called attention to.

Examples:

1. Extension Programs
2. Chamber Activities
3. Library Services
4. PRIDE
5. Festivals, fairs, rodeos and any other community project

E. Registration - Be sure to include where, when, and specific times! This should be in a clear spot for easy reference.
F. Advisory Committee - Advisory members should be listed and given recognition for their assistance.

G. Philosophy statement - Makes your program clear and informs newcomers to the community about the program.
H. Miscellaneous - It might be good to include some Thank You statements to those who have helped, or a History of the Program, progress reports, or perhaps a calendar.

III. Rough Type. Rough type the entire brochure first to save a lot of time and effort when it comes to the final copy.
Here are a few things to remember:

1. Use the exact number of columns that will be used on a page, and the exact typesetting used on the final type. Proper headings, what should be in caps, and not, and what should important points should stand out and catch the readers eye. Be sure to have correct margins for the particular style of brochure.
2. Go through the rough type and edit. Circle in Non-Photographic blue pencil (these can be bought at stationery office supply stores) what should be corrected so the errors can be adjusted before the final type.
3. Make sure all names, phone numbers, course descriptions, etc. are spelled correctly.
4. Finally, make sure everything necessary has gotten in. Even if you have to cut some sentences or paragraphs - make sure the "meat" of the description is left in.

IV. Mock Layout. This process involves making decisions on what the finished brochure is to look like. It is a time for shifting pictures, adding quotes, arranging the course descriptions to fit the particular theme of the whole catalogue.

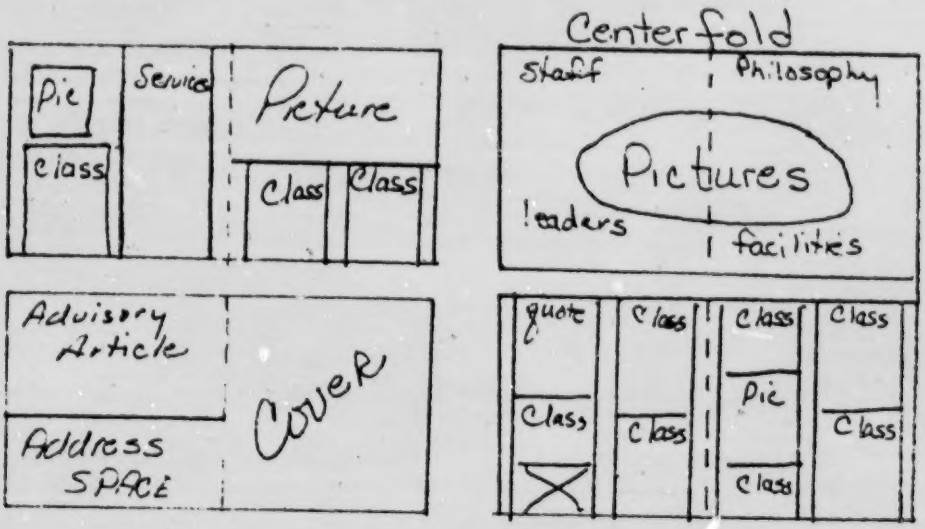
A. Margins for the sides and center of each page must be considered. This depends on the size of the brochure and readability, creativity, and spacing.
B. Paper used for the layout should be the same size as the finished product.
C. Arrangement of courses can be broken down by:
    1. City and County
    2. Category of classes - music, art, crafts, interpersonal, etc.
    3. Chronological order

4. Alphabetical
5. At random

D. Space fillers - use quotes, artwork, designs, photos to add to the arrangment.

E. Have 'Dummy' copy ready to use for your final layout

Example for 8 page newsprint:



V. Final Type. The final type should be a very easy and smooth operation; since it will deal basically with copying off the rough type sheets, adding and deleting where needed.

Some points to remember:

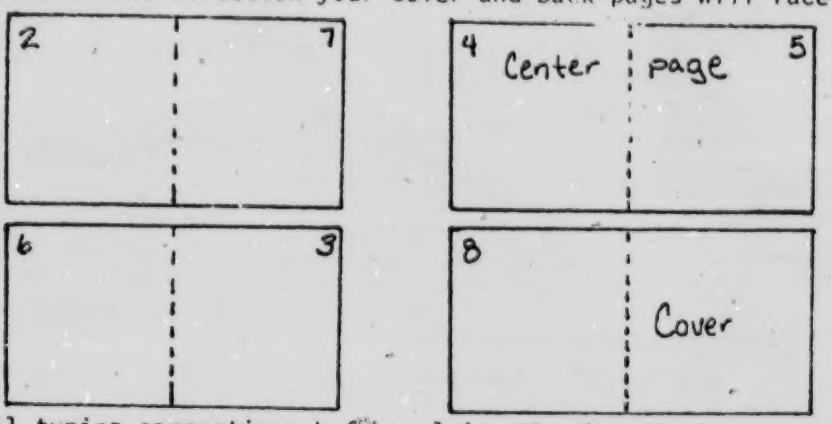
1. Take time! Make sure everything is in its proper place.
2. Make sure the typesetting is correctly locked in.
3. Follow the rough type closely, knowing what should and shouldn t be typed by the blue markings.
4. Once again - Proof Read - go over the entire brochure making sure all names are spelled properly, corrections have been made, and everything is in its proper place.

VI. Layout Process. The process of gluing the descriptions in place, adding the desired artwork measured to fit, adding headings, lines, etc.

Materials needed: paper, blue pencil, rubber cement, scissors, ruler, good lighting (screen table), sizer for pictures, Patience!!

A. Follow 'dummy' copy page by page

Examples for 8 page copy, be sure to layout the right pages together. Also, be aware of the direction your cover and back pages will face.



B. Make all typing corrections before gluing the descriptions to the paper.

C. If pictures or drawings need to be enlarged use sizer and blue pencil to draw in where the picture should be after enlarging.

D. Using straight edge and paper lines to guide - line up typed descriptions and glue into place.

E. Use Ruboffs and Zip-a-Line for emphasis.

F. Keep 'dummy' copy and send it with the finished layout to the printer.

VII. Printing.

A. Time and cost vary with each printing operation and printer. In general it is good to allow at least 2 weeks for printing. The cost of the brochure will probably be cheaper if the printers do not have to fold or staple. Also if the typing and layout is done ahead of time the cost will be considerably less.

B. Give specific instructions on color, size, style, and how many. To determine the number of brochures needed consider the population of your area.

C. Where to print is an important decision. Check prices with your local newspaper or printing shops. Another possibility is a college or university printer. It would be helpful if some examples were brought in to the printer so he will have better ideas on the styles the brochure will follow.

D. Alternative Printing Processes:

Xerox	Expensive	Unlimited copies
Hand lettering	Cheap	Limited copies
Stencils or Mimeo	Inexpensive	Unlimited
Ditto or Duplicator	Inexpensive	Approx. 200 copies
Silk Screen	Expensive	Unlimited
Carbon Copy	Inexpensive	Limited

Brochure Checklist

1) Size of Brochure (See suggested dimensions on page)
2) Type and/or color of paper
3) Full size type or reduced?
4) Color of ink?
5) Number of pages
6) Number of copies to be printed
7) Number of classes (approximate guess)
8) Number of columns per page
9) Theme of brochure
10) Style of rub-offs
11) Style of type
12) Type of artwork - photos, drawings, combination
13) Don't forget to make up a 'dummy' copy including clear descriptions of colors to be used, type, etc.

photographs

by Shella Russell

Photographs are used as an art form in free u. brochures. If they are used correctly, they will be an asset...used incorrectly, one photograph could spoil the harmony and unity. Also, you don't need a lot of photos to achieve a good effect. One photo, well placed, can make the whole brochure appear attractive. To achieve the effects you want your pictures to communicate, there are a lot of things to at least be aware of. I have compiled my resources on this subject, hoping they will serve as a condensed resource.

QUALITY

Good picture editing starts with high quality photos, which means technical excellence of the negative and superior visualization of the content. Muddy images, white specks, cracks in the print, etc. should automatically eliminate the photo from use, unless another print can be made from a quality negative. Photographs should usually be big, shiny-surfaced and sharp. Quality photographs are not "flat", but are well-lighted and "contrasty". The uniform greys of a flat photo make it uninteresting. There must be good definition of tones. From the aesthetic point of view, one of the prim requisites of a quality photograph is a definite center of interest. The photographer eliminates extraneous details so that the viewer's eye goes right to the point of the picture. The routine photograph is often shot straight on at eye height...Fresh approaches include framing, a different angle, a special emphasis etc. and are often very catchy.

Photographers sometimes strive for artistic patterns in their pictures. These may be rows of bleachers or bottles, lines of fence posts, or windows. But highly-patterned backgrounds that detract from the focal point of interest are avoided.

Experienced photographers often violate basic rules of photography with marked success, making the most of motion or creating a mood.

ESSENTIALS OF GOOD PICTURES

The good book says, "Pictures without people in them tend to be 'dead'". That could be a debatable statement, but does have something legitimate about it. A brochure without people tends to be cold and formal in feeling. People pictures are easier to relate to and much more personable. Although probably not desirable, unless choice or humorous, the animal picture rates second. Art pictures - compositions - are nice as complementary to people pictures. Avoid photos which are cliches - that is, those typical shots you see practically everywhere. They are boring, and overworked.

Feature pictures are those which are simply interesting as pictures. They are entertaining and have human interest.

As the popularity of cameras continues to mount, readers are becoming more sophisticated about pictures and more interested in outstanding photographs.

ETHICS

The primary concern is the right to privacy. Don't use a picture that would embarrass someone and possibly be used against you.

A controversial picture may be okay to use in Boston or Berkeley, but may be totally non-permissable in a small town or more conservative climate. Consider the reader - what will intrigue him/her and what will be a real turn-off?

CROPPING AND SIZING PHOTOS

A photograph must be marked to eliminate unessential material (cropped); and it must be scaled to fit into a desired space (sized). Obviously, the sizing problem changes with cropping and vice versa.

Cropping - Many pictures require little or no cropping, because the photographer has focused on the essentials. Nevertheless, some additional cropping may be necessary.

Photographs must be cropped and sized in relation to the makeup design, which may require a long one-column picture or a more horizontal picture three columns wide. You may want to cut out a busy, distracting background, superfluous people and objects and other distracting matters "to bring the picture out of the photograph". That is, cropping to accentuate the focus of interest--the part of the picture which catches the eye.

Scaling or sizing -- This is reducing or enlarging the photograph to fit the space. Mentioned earlier, it is best to work with large photographs. I was told once, 'if you are going to use photographs in the brochure, make them big and bold or don't even waste the space for a picture.' If you start out with a small picture, and try to enlarge it to fit a hole in the brochure 6" x 9", it will be fuzzy and lose a lot in the enlarging process. The printers say--don't enlarge more than 180% and they even frown at that.

Mechanical devices, such as sizing wheels, proportion wheels, slide rules or Linkrules, give proportional dimensions quickly and automatically. All you have to do is set the desired height or width and read off the other dimension of the cut quickly. It's good to have a basic understanding of mathematical and geometric proportion. You may almost never use this knowledge in cropping a picture, but being able to deal with proportion will help in such tasks as grouping pictures or layout of pages.

Marking -- When you decide just how you want the photo cropped, put crop marks on its face with a grease pencil in the margin, so as to mar the photo as little as possible. The grease pencil marks easily rub off with a rag and ordinarily does no permanent damage to the surface of the print. If you have borrowed the photograph, its owner would appreciate this courtesy. NEVER use scissors on a photograph to crop.

MECHANICS OF REPRODUCTION OF PICTURES BY THE CONVENTIONAL PROCESS

Pictures, collectively called art, are reproduced either by the conventional process of engraved metal or by an electronic method. We will discuss the conventional process in this section because the electronic method is still quite new...and is not as available as the engraved metal.

In the conventional system acid etches hundreds of little grooves into a plate to produce an engraving with a pattern of minute raised dots. These print as tiny points on paper and so produce shades from dark to light. The darkest greys of the picture produce bigger black dots and smaller white areas among large untouched areas. These massed points of black and white are so tiny, however, that the eye mixes them optically to form the illusion of continuous tones of grey.

The dots are made by shooting the picture through a screen, which becomes a kind of measure in engraving. The best printing requires

fine screens, which produce very tiny dots, and high quality paper. Coarser screens, with 55 or 65 lines of holes per square inch, are necessary to make cuts which will not blur ink on coarser paper. Newsprint typically requires engravings of 55-line or 65-line screen.

An engraving is also called a cut or zinc, and most pictures, made up of varying shades of grey, are called halftones, because they are neither solid black nor solid white.

THE LAW

Now a substantial number of people have begun to file privacy suits over photographs taken almost routinely. It is safer to get signed permission to publish a picture from almost anyone photographed in the area. The law is quite clear that a picture taken at random in public - on the street, at a football game, or political rally - does not invade privacy; the individual has already put himself on public display by appearing in public.

registration

By A. J. Puhl, Beverly Wilhelm

Why should people register? While the registration procedure involves time and some troubles, there are several good reasons why every program, even the smallest one, should hold a registration period. Registration helps course leaders to know how many students to prepare materials for, how much space will be needed for the meeting, and who to contact in case of changes in time or location of the class meeting. Registration also gives the program a list of persons who have taken courses who might be able to provide evaluations of the courses, or suggest future areas that might be explored.

Some courses can only accomodate a limited number of people due to limits in space, supplies, etc. If the limit is exceeded, the leader has to work under difficult conditions. So when the limit is reached, keep a waiting list and try to arrange additional courses to meet the need. Don't let limits scare you away, just do your best to let as many take the courses as possible.

Registration statistics are also your primary figures in demonstrating to your funding sponsors how many people the program reaches, how the program is growing, and reaching new populations or areas of the county.

Planning Registration

Work on registration should begin approximately three weeks before you actually begin taking registration for community education courses. There are three important areas you should cover before registration:

1) Plan your registration procedure. Determine what facilities, forms, and helpers will be needed. Make sure enough forms are printed so you won't run out if there is a large turn out.

2) Make sure registration information in the catalog is complete and prominently displayed. List phone numbers to call places, times. Some brochures list registration in two different places.

3) Using whatever media sources are available in your area, distribute a brief story giving registration dates, where and when registration will take place.

Where to Register

Registration should take place in a strategic location in the town. This can be a place where people have easy access, and know well. If you have a county location, it would be wise to hold registration in a couple of area towns, so registrants living at the edge of the county would not have to drive very far to register.

Your community education office would probably be the best place to hold registration. By then, people will know of your office, and they can use its facilities easily both in person and by phone. Other possibilities for registration include: chamber of commerce office, city hall, courthouse, senior citizen center, high school, jr. high school, community building, or public library, just to name a few. Registration can take place in more than one building to facilitate a greater number of people.

The hours you set up for registration should be hours that are compatible with the greatest number of community residents as possible. Be sure that the hours for registration as reported in the media and in the catalog are correct. Extra phone-in hours might be advantageous for larger community areas where scheduling might be difficult for some participants. Phone-in registration is very important, and especially convenient for the elderly and working people. Also, if your winter registration occurs during a heavy snow fall, phone-in registrations may be the only alternative.

Dates for registration are also important. Usually registration is held for two to three consecutive days. The best days to hold registration are usually toward the end of the week (of course days and dates will vary due to the type of community you are located in). Be sure to schedule registration with the correct days, dates, and times with the various building schedules well in advance of registration so that conflicts with other activities will be avoided.

Registration posters containing registration times, dates, locations, and phone numbers should be put up in specific and central locations including stores, libraries, individuals, to laundramats and anywhere else you think might be appropriate. The number of posters put up will depend upon the size and scope of your community. Posters should be distributed at least two weeks before your registration dates.

COMMUNITY EDUCATION ENROLLMENT PROCEDURES

Keeping a well organized and simple system for enrollment will save a lot of time, prevent hassles, and make your enrollment proceedings run smoothly. There are four important points when enrolling people for your community education program:

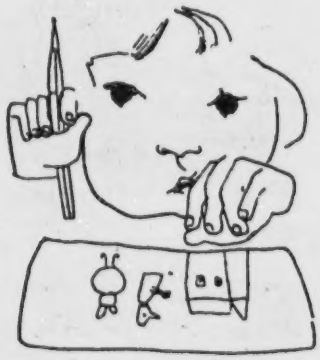
1) Enrollment Registration Cards
2) File Use
3) Enrollment Limits and Waiting Lists
4) Enrollment Resources and Statistics

Enrollment Registration Cards

These cards are very easy and simple to fill out. When a person registers for a course(s) he or she must fill out the following information: Name, address, phone/work phone, and title of the class. Make sure the printing or writing is legible. Since the enrollment form usually is a carbon copy, be sure that the forms are filled out in pen. If there is more than one section for a particular course, be sure registrants designate which section they are in.. The copies of the enrollment form are used as follows:

1) The original is sent to the course leaders so that they will have an idea of who, how many, and how to contact the persons taking the course.

2) The carbon copy is used for the Community Education file. This is helpful in getting final enrollment figures, and if the course leader misplaces his/her copy you can send him/her a duplicate set.



Enrollment File Use

Some of your courses will have limits on the number of people enrolling. When a course is filled you should mention this to the person who is trying to enroll for that particular course. First, ask

the person if they would like to be put on a waiting list. A waiting list means that if someone drops-out or cannot make it to the first meeting date, then the first person on the waiting list will be called to fill the space. If there are six or seven people on a waiting list the teacher may want to offer another section or locate another course instructor to meet their needs.

A blank for Waiting List should be placed on the enrollment form. This will be most beneficial when a course is filled. Put a number 1 (one) by the Waiting List blank consecutively as the list grows. This will prevent hassles when going through 7 or 8 people on the list. (For more information refer to Why Register Section).

Enrollment Resources

As persons come to register for courses, it is a good idea to solicit their input. A questionaire, suggestion box, or simple verbal exchange can bring you information about courses that people would like to take, ways to improve enrollment, ways to offer more courses, resources available, and potential course leaders.

Enrollment Statistics

Statistics can be vital to the future of your community education program. They can provide a means to describe your program in asking for financial support or writing grant proposals. Enrollment Statistics can be broken down into four categories; 1) the number of males and females that took courses 2) how many enrolled from area towns or areas within your town, 3) how many courses each individual took 4) which classes were most popular.

The use of the statistics is varied but essential to understanding your program's effectiveness. The number of males and females taking classes will help the community education director find out what types of courses are needed in your area. In most cases, females outnumber males almost 2 to 1 when participating in classes. A larger female participation may mean more male oriented programs are needed to interest a greater number of men. Knowing how many people from the various areas of your community participate in the classes will help to support your requests for money. The use of percentage breakdowns to describe area participation will also show the diversity of the community education project. This will give you some idea of how the project is being accepted

in the community. It will give you some idea of how your program is growing and what areas might need greater concentration or targeting.

Knowing how many courses each individual takes is also beneficial when seeking funding. Since many people take more than one course, your total enrollment figure may not accurately show total participation. For example, if 200 persons enroll in 20 courses it could mean that there were 20 people in 10 courses, or 10 people in 20 courses, or it could mean that there were 100 persons taking 2 courses each. The totals and numbers of courses taken must be recorded in order to report the usage accurately to the funding agencies. The information can also serve as a mailing list for information from your free u program. Knowing which courses were the most popular ones helps to describe your program's general direction. It also gives you a guide as to which courses should or should not be repeated in the next section. Many course leaders who have large turn-outs for their courses express interest in teaching again.

publicity

by A. J. Puhl, Dave Ayers

GENERAL PUBLICITY

Publicity is essential for any community education program. A good publicity effort helps ties develop between the community education program and other indivituals and organizations in the area. There are, therefore, several courtesy points to observe in carrying out a publicity program.

First, establish a friendly relationship with the local news media, both newspaper and radio. Give news releases, promotional items and information to all media sources at the same time. This avoids loss of trust from one form of media because they feel that the flow of information has not included them. The use of only one media form may also limit the number of people who hear or read about what you are doing.

Secondly, do not demand time or space. Newspapers, radio and television stations are businesses. They generally attempt to maintain an awareness of community activities but do not wish to be imposed upon for coverage. The best method of getting coverage is to 1) ask for consideration in coverage, 2) provide a well-written, clear copy of your item and 3) 'sell' them with your enthusiasm.

Third, find out about 'news' features in the paper or on the radio or television station. By making yourself freely available to participate in an interview or provide information you become a resource for the media.

Fourth, other forms of informational exchange should not be ignored. Attend public meetings, civic clubs, organizations and other forms of public information exchange. You will benefit from information provided by other groups as well as being allowed to spread your own news.

Finally, include members of the media in your organization. Often this resource of community sources is invaluable.

MEDIA

Knowing the types and purposes of media available to you as well as being able to determine when to use each type is essential to good communication.

Radio. The main functions of radio are to give general broadcasting, news, music, weather and sports. Radio stations also provide many service broadcasts which can aid your programs such as: Religious programs, topical subjects, talk shows (guests are interviewed), editorial comments, Public Service Announcements, and instructional extension programs. Public Service Announcements (PSA's) are free 30 second or one minute spots available to community organizations. PSA's are excellent ways to advertise classes, registration, or leader recruitment. A 3 - 5 minute weekly radio show is an excellent way to keep people informed about your program on a regular basis. A tour of the radio station as a class in the brochure is a good way to have the media participate in your program in a different way than just P.R.

Newspapers. Because they reach many people and provide credibility, newspapers are excellent sources of publicity. Most towns have daily or weekly papers and would be available for your use.

Generally, papers will give you free publicity in the form of feature articles, public notices or news stories. Most papers want a several day advance notice of anything you want featured. Depending on the paper, you may or may not have to write your own articles. If you do write them make sure you have all the necessary who, what, when, where, and how's as well as a number and name on all articles so that editors can contact you if there are any questions. As they say, a picture is worth a thousand words and so is the case with photos in the local newspaper. Encourage the editor to send along a photographer to classes/events that will have good photo/action activities. Letters

to the editor (both solicited and unsolicited) provide a good way to show "grassroots" support for your program.

It's a good idea if you are interviewed for a newspaper article to ask the reporter to let you know if they've quoted you and if so, exactly what will be printed. Usually this does not matter, but if the story regards a touchy and important issue, its a good idea to make sure you're quoted correctly.

Newspaper coverage is helpful in promoting registration and awareness of upcoming program offerings. The paper will be very useful in giving your participants an easy reference as well as dates and times for further action.

TV. A television station offers instructional programs, community calendars (which are available for any free activity sponsored by non-profit organizations), forums (noncommercial groups present a topic of interest to all the viewing public), editorials and public service announcements.

Television can be an excellent means of spreading knowledge about your program as well as informing others of public participation. Although you may not have a television station in your town, be sure to check the area TV station. An area or local cable television station can also place local announcements on the weather channel.

Publicity Timeline

A few general suggestions in working with publicity in your community would include the development of a timeline for all your scheduled publicity activities. This allows you a chance to orchestrate an effective campaign for your program. A sample timeline would include newspapers, posters, radio, etc. and would look something like this:

- Sept. 15 - "Class leaders solicitation notice"
- Sept. 25 - announcement on deadline for submitting classes
- Oct. 15 - Brochures available news release and registration info
- Oct. 30 - Enrollment data to media
- Nov. 1 - (Continuing) Special projects, classes, other feature stories.

Informal Publicity

Publicity is a very creative thing - there are as many ways to publicize as there are minds to think of them. Don't bypass the many types of 'informal' publicity available to you.

Some of the many ways are: word of mouth (your best publicity is

recommendations from volunteer leaders and participants), church bulletins, club news, speaking engagements (let people know you are available; a list of clubs and organizations usually can be obtained from your chamber office or courthouse), grade school and high school announcements over the P.A., handbills in grocery sacks, T-shirts, catchy posters and signs at prominent places such as groceries, laundramats, restaurants and places in your community where people often gather.

Publicity may take a lot of leg work but it is well worth the time and effort.

COMMUNITY EDUCATION BROCHURE DISTRIBUTION

Brochure distribution is the mainstay of publicity for most community education programs. Figure out specific and thorough distribution points, such as grocery stores, libraries, schools, laundramats, and anywhere else you think might be good. If you leave them in large food stores be sure that they are in prominent places and not hidden behind counters where people cannot easily see them. You might also want to check during the week after initial distribution to replace the brochures as needed.

Advisory board members and volunteers can be used to distribute the brochures personally. Often the members of your organization will belong to other clubs and organizations that would appreciate receiving a copy of the brochure. By having the brochure presented personally a degree of personal involvement is achieved.

Churches are also vital in brochure distribution. Leave a number with the minister, priest, or reverend, of the respective church, and have him place them where church members can find them. He might mention the brochure in the Sunday Bulletin or announce their availability during his sermon.

A county program poses special problems. You must distribute throughout the area by placing brochures in each of the active town sites and also in rural distribution points such as consolidated schools, churches, or meeting places.

The publicity of the availability of the catalog or brochure is very important. The use of the newspaper, radio, and television to inform the public of the arrival of the class brochure will increase your response.

organization coordinator

by Tava Serpan, Mary Clare Dwyer

The coordinator is perhaps the most important element of the community education operation. He or she provides the enthusiasm, creativity, energy, and emotional support for the whole organization. A good coordinator means a lively and growing organization, continually renewing itself with ideas. A good coordinator also means an efficient and stable organization that has the respect of the community for doing its job well. This article concerns itself with the coordinator of the community education program, and how a coordinator can be chosen, trained, and evaluated.

SELECTION, TRAINING AND SKILLS OF COORDINATOR

I. SELECTION

A. Personality - The coordinator should possess these skills: strong organizational ability, good time management ability, easily meets with people of all ages, good listener and can respond to various requests for assistance, organizing meetings, public speaking, adequate skills in written documentation, and at least beginning skills in typing. Also, the coordinator should possess the attitude of an open mind toward obtaining a wide mix of classes for all age groups. In addition, the coordinator should be aware of the various modes of learning styles, e.g. lecture, "hands on" learning, group discussion, and be able to effectively communicate this awareness to po-potential course and project leaders.

B. Screening Process - Advertisement for the coordinator's position should be placed in all the local papers as well as the Placement Offices in local colleges and universities.

During this time the Advisory Board should select a screening committee from among itself. This committee would

be in charge of screening all of the applications and selecting the coordinator.

One of the first steps the screening committee should take is to prepare a list of questions to ask the applicants at the interview. These questions could include such things as, "Why do you want to be the coordinator?," "What kind of future do you envision for the program?," etc.

Not all of the applicants would have to be interviewed personally. The screening committee should select 3-4 people (max.) to interview based on the responses to questions in the application.

The next step is the final selection of the coordinator.

II. JOB DESCRIPTION

A. Duties of Coordinator - The duties of the coordinator are as follows:

1. Production of two to three brochures per year (Fall, Spring, and usually Summer). The courses should reflect the interests and needs of the community.

   Brochure Preparation:

   a. Class leader recruitment
   b. Visiting with all segments of community seeking class ideas
   c. Awareness and prevention of duplication with other groups
   d. Design, layout and distribution of brochures
   e. Registration for courses
   f. Evaluation of courses and other projects
   g. Leader workshops

2. Lend the resources of the community education project in the development of other community service type activities in cooperation with other groups and organizations.
3. Maintenance of good public relations with local media in particular and community in general.

B. Lines of Authority - Final decisions on important matters are left up to the Advisory Board. Thus, the coordinator does not make all the final decisions--he or she is responsible to the Advisory Board.

III. TRAINING OF THE COORDINATOR

A. Explanation of Program Goals and Philosophy - A half day should be spent discussing this. An explanation of the philosophy and program goals is included in the first part of this booklet. The trainee should also receive a verbal explanation by someone involved in community education, if possible.

B. Role Playing - Several hours (a whole morning or afternoon) should be spent in role playing with a model community education program. A number of people would be needed to play the part of people "representative" of the community, such as a minister, a school superintendent, a student, a working person, etc. The trainee would play the part of the coordinator in visiting these people and establishing the framework for a community education program.

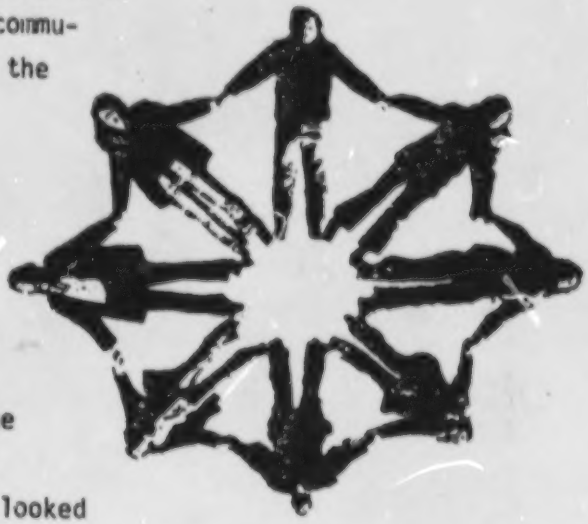
In visiting with the community people, the coordinator would try to: establish a friendly relationship, explain the program, try to establish support for the program, obtain information on each individual's interests (for use in the future as resources for class leaders), obtain permission for use of rooms for classes, gain information about the interests and activities of different segments in the community, open channels for publicity of the program, obtain information about and access to clubs and organizations in the community, and possibly obtaining information about sources for funding. In order to keep the game from lasting too long, a time limit of 15 minutes with each role player could be set.

After each community person has been visited, the whole group of role players would get together for a discussion. Each role player would take their turn in verbally evaluating the coordinator's positive and negative performances.

C. Visit to Existing Program - It would probably be very helpful for the trainee to spend a day or more at an existing community education program. A list of all the locations and coordinators for rural community education programs is available from University for Man.

D. Films and Books About Community Education - University for Man has a good film about itself and the rural community education projects which it started. The film is titled, "Grassroots Education," and is available for use for a small fee.

There is also a bibliography of resources concerning community education listed at the end of the manual.



IV. STAFF TRANSITION

A. Community -

1. Assess Community Attitudes - The trainee should spend some time assessing the community's attitudes. Things that should be looked at are: How open-minded is the community to new ideas? Will it readily accept the community education program? Or will it take time to introduce it into the community? Will the community initially accept classes such as yoga and belly dancing? Or should only "safe" classes such as quilting, flower arrangement, gardening etc. be offered during the first session or two? What is the level of interest toward community education in the community? The trainee can seek help in answering these and other questions from the Advisory Board as well as the past coordinator (if there is one) and long-time residents of the community.

2. List of Existing Organizations - The trainee should be given a list of the existing organizations in the community and a contact name for each. Some examples of organizations are: Lions, Kiwanis, PTA, Extension Home Units, Ministerial Alliances, Chamber of Commerce, high school groups, etc.

3. List of Community Programs - The trainee should be given a list of existing community programs and the name of the contact persons for each. The trainee should find out as much as he or she can about each program's function and goals. This is essential because some of the programs could be offer-

ing classes and/or services which the community education program might easily duplicate. Duplication of classes and/or services is to be avoided as much as possible unless discussion with the program's chairman shows that a duplication would be useful or acceptable. Existing programs could be: Outreach classes from colleges, County Extension classes and/or workshops, a community youth employment program, adult education classes through the high school, church programs, senior citizens centers, library programs, etc.

The trainee should keep in mind that the community education program has the potential to develop community services programs. She or he could ask people if they think a new program is needed. The coordinator could get some ideas of needed services or programs during his/her talks with people. They then could take steps to develop new programs themselves, or could make suggestions to service organizations to develop these programs and services. The brochure can be a handy tool to announce new programs and/or meetings to develop new programs.

4. Identification of Key People in the Community - The trainee should either be given a list of key people in town or make one. Examples of key people would be: ministers, newspaper people, school personnel, presidents of community organizations, officers of the Chamber of Commerce, key senior citizens, bankers, doctors, lawyers, City personnel, recreation commission personnel, Extension Agents, librarians, etc. These people can be of great assistance to the community education program through their advice and support. If at all possible, the trainee should be introduced to key people by the existing coordinator, or someone who they know and respect.

B. Approaching and Finding Class Leaders - There are several ways of locating potential class leaders. One way is to consult with the Advisory Board members. This is one of the functions of the Board and they will hopefully have some ideas as they know the community. If an individual(s) in the community suggested the course they may already have an idea as to who could lead the

course. If these two methods fail the coordinator should consult others in the community who could give valuable suggestions. The coordinator should especially consult those people in the community who might be interested in taking the course, as they may have some good suggestions for leaders.

Once a name or names have been suggested the coordinator must make the initial contact. Even if the coordinator already knows the person she or he should make sure the possible leader understands the philosophy behind community education. It is usually best to make an appointment with the possible course leader to discuss with them in person community education and the course they may lead. Often an individual when approached to lead will be hesitant for several reasons. One of the most popular being "I don't have a degree, how can I teach?" It will probably take a little time to convince some people that a degree or formal teaching experience is not needed.

If there is a coordinator currently on the project he or she should take the trainee along when obtaining courses so as to show the new person the ropes.

C. Filing System - While being trained the new coordinator should be introduced to any existing filing systems. If accurate records have been kept up to date the information will be invaluable to the new coordinator. Files should include the past class leaders, active people in the community, (city commissioners, presidents of service clubs and so on), catalogues from other community education projects, form letters, surveys, past brochures, copies of Advisory Board minutes, etc. It is important to keep any filing system up to date so as to make staff transition easier. And of course, a good filing system is handy for quick information, phone numbers, etc.

D. Brochure Publication - The trainee should assist or be assisted in the publication of at least one brochure. The trainee could visit an existing community education program during brochure lay-out and publication and help with the proceedings. Or an experienced person could come to the community to assist the trainee. The ideal situation would be for the trainee to assist the out going coordinator (if there is one) in the publication of a brochure.

E. Publicity - While being trained for the job the trainee should be acquainted with the various forms of publicity utilized by the project. The chapter on publicity will acquaint the new coordinator with the subject.

F. Funding Sources - The trainee should receive a list of the funding sources for his/her community education program as well as additional sources of funding for possible future use. The name of the contact person for each funding source as well as a brief background should also be included. The trainee should be introduced to the contact person for each funding source that is supporting the program. Some examples of sources of funding are: county commissions, city commissions, United Funds, clubs and organizations, recreation commissions, school districts, etc.

SAMPLE TRAINING SCHEDULE

WEEK I	Goals and Philosophy	Welcoming at Board meeting
	Role Playing	Films and Reading
WEEK II	Visit another Program	Introductions to local people and organizations
WEEK III	Staff transition	Community assessment and filing system
WEEK IV	Staff transition	Brochures Publicity Funding Board meeting held

advisory boards

by Dick Miller, Jim Killacky

An Advisory Board is a group of local citizens, selected to guide a Community Education program in accordance with the unique character of the community. Mainly, its purpose is to offer suggestions and help plan and implement the Community Education program.

More specifically, board duties fall into three different areas: planning, funding and publicity.

PURPOSES OF A BOARD

1. FOR HELP IN PLANNING: Courses and projects which will be responsive to the interests and needs of those to be served. A main consideration regarding planning deals with determining community needs, then attempting to address those needs by initiating projects or classes. For example, if there is little or no adult recreation in the winter, what programs or activities can be initiated to alleviate the problem? Avoiding duplicating services rendered by another organization should be of special concern. An investigation into what is offered by other institutions should be a high priority before beginning a program. In some cases, the need may be such that cooperation or co-sponsorship with another organization would be a good solution.

2. FOR HELP IN PUBLICITY: Board members can and do serve as "bridges" to other groups and individuals that you may not have access to. For example, if the city attorney is on your board and has a good relationship with members of the city council, this may provide you with a nice opening which otherwise might not be accessible. Getting invitations for speaking engagements, brochure distribution to their clubs, and talking about the program to friends and neighbors, are good illustrations of help in this regard. The latter is most important especially in small towns where people are somewhat distrustful of new programs until their friends OK them. In special cases, board members may want to write newspaper articles about the program, help with class registration, or man an information booth.

3. FOR HELP IN FUNDING: From whatever local, regional, and other sources you and the board come up with for program continuation. In acquiring local funds, board members can also be helpful especially in building bridges to people who control the allocation of large sums of money. Introducing the program to local governmental bodies and giving valid reasons why it is worthy of support, could be instrumental in keeping it going. More informally, they might approach local officials individually and ask for their help.

By having a good support board which is representative of the community you serve you provide continuity and stability for your organization. This is crucial, if you are looking to survive beyond the next semester.

WHO SHOULD BE ON THE BOARD?

After dealing with specific duties, what are important considerations in setting up an advisory board? First of all, the board should represent a cross section of the entire community. Members should be from different age and occupational groups plus urban and rural environments should be taken into account. Professional people that should be included are lawyers, bankers, newspaper editors, educational leaders and the clergy. These people in particular, can help establish program credibility and success. Also blue collar workers should not be overlooked in order that the board be a true cross-section.

What kind of person should be on the board? Some helpful criteria are: Is the potential member active in the community? People who are known "good organizers" are likely candidates. Besides proven leaders, those who have enthusiasm for the program are also needed. (This can be found out through a newspaper survey or just by listening for names that keep cropping up in conversations.) After good candidates are determined, they should be called for a personal appointment, then asked to be on the board. If they accept, their commitment in terms of time and involvement should be made clear. If they decline, then they should be politely asked to suggest someone else. Usually their choice is excellent and the perons chosen might have more time available. Here is an example:

Neosho River Free School, Emporia, Kansas

NRFS is on campus at Emporia State University, but also serves the

local community. Area population is c. 35,000. NRFS offers about 80 courses per semester and enrolls between 1,500-2,000 each time. The board doubles as advisory, and directors of their non-profit tax exempt corporation. It is an excellent example of a representative board:

President - a lawyer
Vice President - reporter with local newspaper
Secretary-Treasurer - Dean of Continuing Education
Members: Student Body President, Student from Union Activities Council, Chicano housewife, Assistant City Manager, Student Program Faculty Advisor, Member of School Board, Teacher from School System, County Agent Representative, Minister, Manager Chamber of Commerce.

NRFS has two half-time paid staff, a lot of volunteers, and the board meets monthly and takes an active role in the affairs of the organization.

After a core of board members have accepted, then they can be used as a source of information to acquire others. Caution in this is advised to make sure the idea of representation is respected. Generally, knowledge about a candidate through personal contact or recommendation should be substantial enough to avoid the "dead weight" member. However, if a mistake is made in this regard, an option to discontinue on the board after one year of service should be made to all members. This will give the "dead weight" a graceful out. Also, new members can be placed on the board to rejuvenate the project.

NUMBER OF BOARD MEMBERS

The number of people on your board should generally be between 7 and 15. Less than 7 will hardly be representative of your target population and with more than 15 you will never get them all together for a meeting at the same time.

If you meet regularly, and if the board is fairly new, the establishment of a working-trust with each other will add greatly to the productivity. To this end, an occasional social gathering in an atmosphere where everyone can meet and visit informally with everyone else will help. Parties, social hours, pot-luck dinners before meetings can all serve to this end, depending on local situations.

Once a board is established, how can it be kept "alive and well"? A regular meeting should be set up which is agreeable to most members. The importance of attendance should be stressed so members know the latest happenings. Each situation will differ. Some boards meet monthly, some semi-annually and this you will need to determine based on local needs. However, do not have more than 12 meetings per year. If your members are "good" then almost inevitably they will be busy

people with great time demands and then too many on your part will not endear them to the cause. If a member can't make the meeting, then minutes should be sent out to keep him informed. Also calls and visits are helpful in this regard. The type of contact will depend on the individual and his availability. Continual feedback on projects and classes is important to the board's morale.

Another worthwhile suggestion is to vary meeting place and time. Luncheon meetings are a nice change especially if there are meeting rooms available. If preparation is made before-hand by sending out an agenda, then most meetings of this type can be concluded in just over an hour.

Keeping members informed on what is happening is probably the key ingredient to having a viable group. This can be done in several ways:

a) send letters to all members on a regular basis with minutes of meetings, updates of events and comments on future plans.

b) have personal visits with folks as often as possible. This sounds easy but is an art which takes much learning. For example, if a board member is a very busy executive frequent visits without a specific reason may be more of a nuisance than anything else. On the other hand, a retired senior citizen may welcome such visits regularly - and at length - just to have someone to talk to. With all board members you should determine if they can be dropped in on or if prior appointments are appropriate.

Board members should be given options to participate in various phases of the program. Becoming more involved increases program understanding as well as sharing a sense of identity with it.

What are some specific examples of board members involvement? Probably easiest to cite are related to the "building bridges" concept. Good illustrations of this are: board member talking a prospective teacher into leading a class or handing out brochures in their place of business. Willingness to help with the layout of the brochure or speaking for the program at a chamber of commerce meeting would be another example. There are many outstanding ways that board members can assist a program, but most commonly, it is in the area of human resources that they are most helpful. By pointing out strong leaders possibilities the arduous work of finding one is greatly reduced.

HOW LONG SHOULD BOARD MEMBERS SERVE?

It is necessary that continuity be maintained, especially in free u's whose leadership changes annually. So, board members should serve a minimum of two years. If you are establishing a new board (either advisors or directors) you should probably have an equal number of people on 2, 3, & 4 year terms. This is not as long a time as it seems - and it will insure that everyone does not leave at once. One problem to which there is no easy answer, is what to do with the board member who turns out to be dead weight. If the opportunity presents itself, you might ask them if they want to leave; usually however you may just be stuck with them until their term of office is up and hopefully then they will leave.

HOW MUCH CONTROL SHOULD THE BOARD HAVE?

This is a debatable issue. If the organization is well staffed with people who know what they are doing, and are commited to the task, then the role of the board (advisory or directory) should be primarily as resources. In most cases board members will prefer this, as they will not be that interested in the day to day operations of the organization. If your program is incorporated, the advisory board has a different function than the Board of Directors. The Board of Directors is legally responsible for the organization. An advisory board has no power, only an advisory capacity. In some incorporated community education programs in Kansas the advisory board is also the Board of Directors. Other organizations have two boards--a board of directors and an advisory board. HOWEVER, board members should be made very much aware, and kept informed, of who is responsible for what in day to day operations. So, if they are then put on the spot by someone they will be able to adequately respond.

legal matters

by Stuart Johnson
Neosho River Free School
Emporia, Kansas

A corporation, according to Webster's, is a number of persons united or regarded as united in one body; created by law or under authority from law, and having a continuous existence irrespective of that of its members.

To the layperson, the thought or a corporation often creates images of a bureaucratic animal; often that is correct, but it need not be.

This section of the manual will deal with creating a corporate Free U: why incorporation is a good step; how to prepare for it; how it should be done. The aim here is not to offer a "do-it-yourself-incorporation kit," but to help the growing free u. understand the process and avoid creating a "corporate monster."

A free u, or any type of non-traditional learning network (a learning or skills exchange, for example) can benefit from being a corporation. There are two basic reasons that corporate status is desirable. First, a corporation provides certain legal protections for the people in it. If someone were for any reason to bring suit against the corporation, they could not involve the personal assets of the individuals of the corporation. For example, if a person sued the free u. for damages sustained in a class, or on property owned by the free u, they could sue the free u. corporation, but not the staff or board of directors personally. Conversely, if someone were to sue an unincorporated free u, the individuals in charge of the free u. could be held personally liable.

Secondly, the free u. incorporated not-for-profit can apply to the IRS for tax-exempt status. Tax-exempt status allows people and other organizations to make tax-exempt donations to the free u. Donations can be solicited easier when donors know their contributions will be tax-deductible.

In order to incorporate, an organization must have a board of directors (not an advisory board), file articles of incorporation and a set of by-laws with the secretary of state. There is a fee for filing the incorporation papers themselves. In Kansas, the fee is $50.00.

Other aspects of incorporation vary also. In some states the laws concerning non-profit status are substantially different. By all means, it is wise to consult a lawyer. If your free u. does not have a lawyer among its supporters, check with the local Bar Association for the name of a competent lawyer. Ask a lawyer to donate his/her services.

In general, a non-profit corporation cannot issue capital stock, attempt to influence legislation or political campaigns, or do any of the other things prohibited by the Internal Revenue Code which governs tax-exempt organizations. This is where a lawyer is needed; he/she can word the articles of incorporation to assure they comply with your state's statutes concerning non-profit corporations and the Internal Revenue Cod covering tax-exempt status. In general, keep the articles of incorporation brief, saving detail for the by-laws. Often it will cost you money to make changes in the Articles of Incorporation.

The articles of incorporation must also include the name of the resident agent, the person to whom all legal correspondence shall be served upon.

A corporation must have a board of directors, the specifics of which must be detailed in the by-laws. The board is legally the decision making body. It can delegate authority to a staff, or retain any powers it chooses.

The by-laws outline the structure of the corporation. A strong set of by-laws will insure the organization will always be run as the founders intended. There is no formula for a "good" set of by-laws. However, since the by-laws will dictate how the organization is run, it is a good idea to solicit the opinions of everyone working on your project before you formulate them.

The following is a list of things that should be included or dealt with in a set of by-laws. Keep in mind this is only a checklist of areas to be covered; how you deal with the specifics is up to you.

-- Name of the organization
-- Location of the offices
-- Purpose and function of the organization
-- Membership: qualifications of voting and non-voting members
-- Meetings: when and where
-- Board of Directors
   a. How many? state maximum and minimum
   b. Are member standing or elected? If standing members, specify where they are from, and how others are elected.
   c. How and when will voting be conducted?
   d. How will candidates be chosen?
   e. What are the terms of office?
-- What constitutes a quorum for business? Are there certain issues where a larger quorum should be required? (Hiring and firing of employees often requires a majority of the board, unlike less important issues.)
-- Will there be an executive council to handle business between meetings?
   a. Specify who is on the executive council and how they are chosen.
-- How will board positions vacated by disability or resignation be filled?
-- How will special meetings be called?
-- What officers will the organization have? Specify.
-- How will the officers be elected? When? What will be done in case of a tie?
-- Specify the duties of each of the officers.
-- Make provisions for the hiring and firing of employees.
-- Make provisions for the amendment of the by-laws.
   a. It is a good idea to require at least two meetings to change the by-laws, as that makes it harder to "railroad" a change.
-- Include a non-discrimination policy.

Be as specific as possible when drafting the by-laws. If the by-laws are sound, they'll insure that the organization will be run as intended.

Consult a lawyer, look at other by-laws, know how you want your organization run, expect to spend a lot of time writing the by-laws, and be as specific as possible.

Once you have incorporated under state law and have a set of by-laws, you are ready to apply for federal tax-exempt status, thus completing all the steps necessary in benefiting from your non-profit status.

tax exempt status

Editor

Receiving tax exempt status for your free university will have several positive benefits. A few:

1) You will not have to file an income tax return with IRS, though you will have to return another form annually.

2) You can get reduced bulk mailing permit from the post office, thus saving a great deal of postage money.

3) You are eligible to receive tax deductible donations.

4) You are eligible for grants from private foundations and other agencies that only give to tax exempt organizations.

Incorporating as a non-profit organization in your state does not automatically give you tax exempt status. You must apply to the district office of the IRS. Free universities, defined by the IRS as "educational clearinghouse," are acceptable as tax exempt organizations, according to a recent ruling.

How to apply:

First, request the proper forms from IRS.

Second, try to get a copy of another free u's successful application for tax exempt status. This will give you a sample to work from.

Third, be patient and respond as best you can to follow up questions and requests for additional information from the IRS. Often, you will receive requests for clarification or additional information. These should be cheerfully and willingly complied with.

Fourth, tax exempt status may take from three months to a year or more to process. So file as early as you can and take that into account.

end of the year reports

by Joe Rippetoe

No matter what type of fiscal year your organization has established, the end of the calendar year is probably of some significance.

W-2 Forms. If you have a payroll, you have until the end of January to issue W-2 forms to all of your employees, and to file your last Form 941E for the year, the Quarterly Return of Withheld Federal Income Tax. When you file that one for the fourth quarter, be sure and use it to correct any mistakes you might have made during the first three. After you have filled out all of the W-2 forms, usually you have until the end of February to send them down to the Social Security Administration. Even if your organization doesn't participate in the social security system, Social Security still acts as the processing agent for your W-2's. You send them all to that office, along with a W-3, Transmittal of Income and Tax Statements.

Besides these federal forms to complete, your state will undoubtedly have something similar. Procedures will vary from state to state, but your deadline for compliance will probably be January 31 at the earliest, and February 28 at the latest.

Sales Tax. If you state has sales tax, and you have been holding craft or bake sales, etc., the end of January is probably also your deadline for filing this return.

Workmen's Compensation. Another technical matter which doesn't necessarily run along calendar lines, but can be simpler if it does, is workmen's compensation insurance. If your organization is employing CETA workers, you are required by law to carry it. Even if you don't, it's still a good idea, and not very expensive. For most free universities, personnel will be principally office workers, the cheapest type of employee to insure. In Kansas, for example, the rate for office worker is 23¢ per $100 of payroll. That is, if you have an employee drawing $6,000/year, the cost for workmen's compensation is $13.80 annually. It will cost you more for a janitor or maintenance person, but it's still

probably worth it if you have such employees. If your teachers are considered to be independent contractors rather than employees, they are not covered or considered in such an arrangement. The reason a calendar year basis is a good model for workmen's compensation is that the premium is based on a total annual payroll. Obviously this is easiest to compute and pay up at the same time you are filling out forms for the IRS which require the same information. You pay at the beginning of the year and, if your estimate of annual payroll was either high or low after the twelve months have elapsed, then you settle up with your insurance agent. Check with your local insurance agent for such coverage. If you work with someone who is already writing building or liability insurance for you, chances are workmen's compensation coverage will be cheaper.

Insurance. If you have a building, you need fire insurance at the very least, if you own it and also liability coverage of probably at least $300,000. Even if you don't own the building and someone else buys the fire insurance, if you rent it as an organization, you had better have some liability coverage.

IRS Annual Return. The other big project which fits under this general theme is your IRS annual return; this is form 990, Return of Organization Exempt From Income Tax. This is somewhat complicated, but fortunately they give you four and a half months to prepare it after the books have been closed. This may be done on a calendar year basis, simply by declaring the calendar year to be your fiscal year. But, you can pick any other twelve month period, as long as you stick with it from year to year. The records you need to prepare this form include but are not limited to a list of all grants and contracts received during the twelve month period, total donations received, rental income, interest and dividend statements, and a list of any other income such as bake sales, craft sales, tuition income, etc. You need to be able to break down in broad categories how all of this money was spent. You also need to be able to list any other assets the organization might have that are not really liquid, such as equipment, furniture, a large inventory of supplies, printing presses, typewriters, refrigerators, etc., and place a value on each.

In a nutshell, you should be able to add the assets, subtract the liabilities, and establish a reasonable figure of corporate net worth. Don't feel bad if this figure doesn't grow substantially each year as

you become more stable, because even though you may have more monetary income, your equipment and furnishings are depreciating each year and becoming worth less and less, (unless of course you furnish your offices with antiques).

If you aren't yet to the stage of worrying about all of this yet, but but you know it's coming up soon, it seems to be easier to establish the calendar year as your fiscal year unless you have a very compelling reason for doing otherwise.

Investments. Some final points to keep in mind, if you happen to be one of the organizations fortunate enough to be thinking about the investment of idle funds: Statements for investment income are issued on a calendar year basis, so again it's a lot simpler for you to use this as your fiscal year. And keep in mind, the "prudent man" rule of investing. You should not only act more conservatively than you might with your own money, but also be sure not to get locked up in longer maturities than you can reasonably afford to set funds aside for. If you have some decent-sized amounts, but for only short periods, buy 90-day treasury bills. Try and ask your bank to drop or reduce the service charge because of your non-profit status.

funding and finances

by Chris Troxel

"Some people got hopes and dreams, some people got ways and means." Jamaican reggae musician Bob Marley wasn't thinking of community education when he sang those words, but clearly they apply.

It goes without saying that a stable program requires stable funding. Funding is one of the issues that must be addressed in the early stages of planning or sustaining a community education program.

The first step is to decide what you need money for. Next, an analysis of your community and its services can help identify funding agencies. An advisory board can assist in evaluating the field of possibilities and then in planning the method of approach. After your proposal is accepted and funds are allocated, the objective must be to maintain the source of funds.

BUDGET DEVELOPMENT

When planning a budget, it is important to ask for everything necessary for the projects you have in mind while keeping within reasonable limits. Following are some items on existing free u budgets that you might want to consider:

A. Salaries--how many paid staff, wages, terms of employment, health insurance, retirement, unemployment taxes, etc. 501 (c) (3) non-profit corporations are exempt from paying social security and unemployment taxes if they choose. However, if you choose to pay these taxes, there is a substantial waiting period before they may be waived again.

B. Catalog costs--choose the type of publication you would like to publish. On many free u budgets, this is the single largest expense. The catalog can be produced with a very small budget (mimeographed on typing paper) or a much larger budget (typeset, slick paper, magazine format with photos). Also needed for printing a catalog are funds for photographs, artwork, pencils, lay-out sheets, printing expense, etc.,

depending on the type of brochure you choose.

C. Equipment--office furniture, typewriter, lay-out table, etc.

D. Magazine subscriptions--great for training new staff and keeping up with trends and developments in the free u. movement. Check the Free University Network bibliography for suggestions on good publications.

E. Conferences--the Free U. Network holds national and regional conferences annually. The cost of the conference is usually low, but the big expense with conference going is travel to get you there. It is important to attend if possible. You will meet other free u. people, share ideas and common problems and learn a lot about technical matters, free u. philosophy, new ideas for courses, projects and publicity.

F. Special projects allowance--plan ahead for special projects you may want to do in the upcoming year. It is much simpler to budget for something special than to try to scrape up funds at the time you want to do it.

G. Office Supplies

H. Printing--other than catalog. Registration materials, leader contracts and handbooks, supplies for courses, correspondence, advisory board meeting agendas, minutes, leadership workshop supplies.

I. Postage--correspondence and mailing of catalogs to participants and other free u's.

J. Publicity

K. Honorariums

L. Rent of space

M. Telephone

N. Incorporation expense

O. Insurance

P. Travel

Q. Membership dues to national or state free university community education organizations.

R. Professional assistance--lawyer, auditor, accountant.

S. Supplies for use in courses--paper, ditto masters, poster board.

For most small towns and rural programs, several budget items will not be relevant (such as honorariums), others may be obtained for free (such as rent, phone, professional services), and still other expenses

will want to be kept to a minimum (like office supplies and other printing). However, it is essential you consider all possible expenses.

A sound budget that reflects fiscal needs can be designed if you study other community education budgets, new projects planned, expected growth and allow for inflation. Many funding agencies operate one to two years in advance of the present, so inflation becomes increasingly important as the length of time for the planned budget to be implemented increases.

Depending on the size of your community, your budget requirements will be different. If the town is less than 1,000 people, your budget may be only $200-$300 a year, spent mostly on brochures and some postage. If your community is 1,000-5,000, you may want a part time coordinator, brochures, postage and some travel and conference money, about $2,000-$3,000 a year. If the area served is larger, 5,000-10,000 people, you will need a bigger budget. Here is a sample budget from the Rooks County Community Education program, a county-wide program with offices in Stockton, Kansas, for 1978:

Expenses

Staff ½ time paid coordinator	$3,000.00
Fringe Benefits	300.00
Printing (three catalogs)	1,000.00
Office supplies, postage, etc.	300.00
Rent (In-kind)	00
Phone (In-kind)	00
Total	$4,600.00

The sources of income for the program were:

Income

Rooks County Commissioners	$2,600.00
Stockton City Council	600.00
Plainville City Council	500.00
United Way	500.00
Ministerial Association	200.00
Banks, Lions Club, Donations	200.00
Total	$4,600.00

FINDING THE AGENCY

Locating the perfect funding agency can be a long process that should begin when the project does. Involve as many supporters as

possible, as word of mouth is the best way to gather information. With your staff and/or advisory board make lists of all the possible funding agencies in your town or county.

While sifting through that list to make a final choice on which agencies to finally approach, look for compatibility in the agency and your project. Agencies that have funded other community projects are a good place to start. Timing is very important. Find out when each agency reviews proposals and when allocations are made. Start with the agencies that have earlier deadlines. Visit with someone from the funding agency. Many agencies prepare guidelines for funding. Follow their guidelines and and suggestions carefully. If it is necessary to violate guidelines, give an explanation. The actual proposal should look professional. It should be typed, double-spaced, wide margins, on nice paper and easy to read. First impressions are important, and often the written proposal is the first contact they will have with you or your free u. As a general rule of thumb, when presentations are actually made to city and county councils, and other local funding groups - those to whom the presentation is being made should already be very familiar and well briefed on what is being requested.

Following are some agencies that have funded free u's in the past:

A. FUNDING SOURCES

1. City government--get to know the city commissioners. Attend city commission meetings before you go to request funding.
2. County government--be able to prove that your project reaches and involves people in every town in the county if you plan to seek county funds.
3. Recreation department--Broaden the definition of 'recreation' to inclued educational activities in leisure time. Besides cash funding recreation commissions can provide meeting space, busses for transportation and good publicity for your project.
4. Public Library--provides excellent meeting space. Iola, Kansas, and the Haysville, Kansas community education programs receive their funding from libraries. There is a growing trend to network community education and libraries.
5. Ministerial Alliance--many small towns revolve around church life. Support from churches could increase community acceptance of a free u.
6. Churches--many churches fund social programs like day care centers,

senior meal programs, relief projects and some have funded free u's. Churches can provide meeting space, kitchens or office space.

7. Board of Education

8. Chamber of Commerce--excellent way to meet the local merchants. Most Chambers publish a newsletter which could be a good vehicle for free u. publicity to business people.

9. Veteran's Organizations

10. CETA--a government funded program to help people get work experience. There are many CETA (Comprehensive Employment Training Act) programs for different training purposes. Some require matching funds by the sponsoring organization and some are fully funded by CETA. Many free u's have funded their paid staff with CETA money. Offices are located regionally, check your local phone book for information on the office nearest you.

11. Endowment Associations

12. Community Arts Councils--some community arts organizations are struggling for funds just like many free u's. However, many are stable programs with money to fund other arts endeavors--like art in the free u. catalog or a co-sponsored community artist's fair.

13. Service clubs--(Kiwanis, Sertoma, Lions, Jaycees, etc.) most love to fund local service projects. A good way to spread publicity about your free u. and to gather support is to get on the "chicken dinner circuit" and speak to as many service clubs as you can.

14. Community fund raising organizations--such as United Way. United Way (sometimes called United Fund) requires that all agencies be non-profit, tax exempt corporations.

15. Private donors--there are people with money to donate to a worthy community organization. Non-profit, tax exempt status may facilitate this type of funding.

16. Universities--if you have a community college, state university, private college or any type of institution of higher learning in your area, it may be the logical place to start looking for support of all types. Through the student government association, education department, women's studies, endowment association, continuing education, non-traditional student program, or alumni association, funding of many kinds might be located. Remember that funds do not have to be hard cash. The print shop might donate paper; the college newspaper

could be approached for advertising space; the library would be a good place for an office or meeting space; or the dining service might give refreshments for the leader workshop. Be creative and take the initiative to look for funding sources.

17. Local trust funds--most trust funds have a specific goal or criteria for their use. Explore banks, churches, etc. for trust funds.

18. Banks--often give money to community projects. Check with the bank president or public relations person.

19. County extension--good for reaching the rural population. Extension offices are a good ally if you are seeking county funds. County extension offices have funded meeting space, xeroxing, office supplies and space in their newsletters for free u's. Staff of the extension office are great course leaders and often have existing programs that fit into the free u. style and philosophy.

20. Mental Health Association--also good for reaching the county segment. Like the extension agency, they also have educational programs that could fit into the free u.

21. Newspapers--printing or free advertising.

22. Grocery stores or other merchants--good for miscellaneous supplies.

23. Revenue sharing--The Revenue Sharing program in 1972 put federal money directly into local governments. The money is allocated to state, city, county and township governments based on population per capita income. The new Act of 1976 allows Revenue Sharing funds to be matched with other federal money and must not be allocated into specific categories. To apply for Revenue Sharing money, see the city or county commissioners (depending whether your project is a city or county wide) or the Township Executive Council.

As you scrutinize and choose prospective funding agencies, involve your advisory board as much as possible. A representative from any of the twenty-three agencies listed here might be helpful in choosing an agency, in making the presentation, and in finally getting your project funded.

THE PROPOSAL

The proposal should be well written, explain your program and present a good image of you and your intended goals. The proposal should be geared to each agency that is approached. For example, the proposal to

a service agency would be very different than a request to a county government for revenue sharing funds. To help you determine how this would be best accomplished find out as much as possible about the agency: what types of programs have been funded in the past? Can you get copies ot their proposals? What are the goals of the funding agency?

A cover letter attached to the proposal can also help achieve this end, by allowing you to "customize" the proposal without actually rewriting it entirely for each agency. It also helps personalize the project and the request you are making.

It is important to be as specific as you can in the proposal by describing your free u., what your free u. would do to enhance your community, how you intend to meet your goals, and a detailed explanation of the budget. This will help answer their questions before they have a chance to think of them and leave less room for ambiguity and misunderstanding.

PRESENTATION

Many agencies require a presentation to their Board or a special committee, or an interview of some type. Anticipate questions, be prepared, and try to make a good impression. It might be helpful to take some advisory board members along to help explain your program. If a board member makes the presentation, it will demonstrate that your free u. is truly a community project and not just one or two people trying to start a new program.

Preliminary visits to the agency's Board members; letters from community people who support the free u; or a blitz of publicity right before your presentation might also help.

FOLLOW-UP AND CONTINUATION

Keeping the funding source is as important as initially securing the funding. Be aware of what the agency's expectations are and follow them. Give thanks publicly when it is due; but do not allow your funding agency to have too much control. Keep communications open at all times and always keep them aware of what the free u. is doing. Some free u's give funding agencies a position on their advisory board. Always be on the look-out for new sources of funds--as there are always more projects that need to be started and completed.

special projects

by Pat Embers

Free university people tend to be tireless explorers of ideas. They seek variation and beyond. They believe there are teachers in the vicinity who could revive a forgotten skill, or that a hidden community interest lies dormant waiting to be discovered. They are ready to try just about anything to get people together and let come what may.

Sooner or later in the life of a free u "special projects" appear that involve the community on a larger scale than individual classes. Special projects can give the organization additional publicity, reach more people, and sometimes raise some money for the free u. In Olsburg, population 169, our first "special project" was our very first free u event, January, 1978, a town meeting. Almost a third of the community came and hence supported the starting of the Olsburg/Rural Education Opportunities (OREO).

Flea Market

After a successful 1st semester of 16 classes, we attempted a farmer's market in the summer. This seemed like a good idea, but it never really did take off. Perhaps we were a little small for that. In the right place it would still be a great project.

As with all beginning free u's, we needed to find a regular source of funding. We had been toying around with the idea of a flea market for a few months and finally got to work and put it together in six weeks that same summer of 1978. After the farmer's market experience it was anybody's guess as to how it would turn out.

It was a beautiful day, the park was green and shady, 35 exhibitors paid their $2.00 fee, and over 500 people came and enjoye the first Olsburg Flea Market. The money made on fees plus the sale of donated items at the OREO booth provided us with a year's supply of funding. The summer of 1979 brought 57 exhibitors at $4.00 each (after a morning of rain) and close to 1,000 visitors. A chicken bar-be-que, sponsored by the Olsburg

Centennial Committee, was held in conjunction with the flea market. In June, 1980, the flea market will be part of the Olsburg Centennial 3-day celebration. It looks like the flea market will be a regular summer highlight in Olsburg.

Workshop

In October of 1978, we tried another type of "special project", a weekend workshop. Since March we had been corresponding with Steve and Phyllis Henderson, psychologist and writer, preparing for their workshop on "Death and Dying". Steve had had a successful kidney transplant 13 years earlier due to a terminal illness. Even now he is going through major life changes each day regarding his condition. He has worked with many people who face crises of all kinds and is especially adept at leading workshops on the topic of "Facing Life Through Death". His wife, Phyllis usually accompanies him although she was unable to come to Olsburg. She speaks for the family of the dying or person in crisis.

We were very fortunate that Steve could spend time with us. The Hendersons are especially fond of small, rural towns and offered to do the workshop in exchange for a free will offering. Since they were traveling across country in their motor home, travel and lodging expenses were no problem.

Steve discussed his topic on several occasions during the weekend. Friday night was introductory, Saturday morning and afternoon were more group discussion-oriented. About 35 people came over the first two days. On Sunday morning, Steve was the main speaker at one of the to...'s churches, about 50 people attending. He also provided special music with his beautiful tenor voice. In between these times we tried to help Steve enjoy his visit to our rural area, meeting people, touring the country roads, and just relaxing. He said it was a refreshing change from his city workshops.

Perhaps out of this example one could come up with other ideas for workshops. Often the opportunity is right around the corner; resources can be very near when one is open to them. This one happened to fall into our hands. Although we didn't quite know what to do with it at first, we asked around, talked about it, and soon were finding dates and making plans.

History Project

Sometimes "special projects" stem from the classes themselves. The Olsburg History Class started as an experiment in our 1st semester "to find all the information we can about the early history of Olsburg", as

stated by class leaders, Gerry and Lois Westling, in the first OREO brochure. This turned out to be one of those ideas that is waiting to happen. Photographs started pouring in, people began reminiscing about the 30's, the 20's, and earlier. Soon a panel of local history buffs, all over 80, were talking about the founding of Olsburg and first-hand experiences at the turn of the century. Attendance increased to 50 people by the 3rd meeting. These sessions were all recorded and the tapes are filed with the Riley County Historical Society in exchange for use of their equipment.

The outcome of all this is that a book on the history of Olsburg will be published in time for the 1980 town centennial and will no doubt be a much sought after item. Sales are expected to cover the cost. Former residents have been contacted and information gathered. The Olsburg Newsletter, dated as far back as 1889, has been scavenged for facts and tidbits. All information is now in the hands of a former university English instructor and local resident, Nabiuddin Nelson, who will assemble the book for the printer. We are very proud of our local historians, who will be amply rewarded for their efforts.

Caroling

A few other ideas on "special projects" have been tried with good results. Community Christmas caroling is becoming a popular tradition. This is especially fun because a local farmer takes everyone in his wagon drawn by two draft horses around town serenading the folks. Some people walk behind since there are over 50 carolers. Cookies and hot chocolate wait upon return to city hall.

Series

Several classes have been done in a series form. One was the Medical Series consisting of 4 sessions led by 2 doctors, 2 nurses, and occupational therapist, and a psychologist, all but one non-local. The Swedish

Cooking Series is a continuing series each fall led by 4 local women who prepare food for the annual Olsburg Swedish Supper in December. It has been a tradition of the Olsburg Lutheran Church and is attended by 600 people from all over. "Special projects" can often be connected one way or another with on-going community events.

Tours

Tours or excursions are popular events. The local area can be checked out first. We've had several country excursions to abandoned farms, a cave, a nearby ranch and camp facility, an herb farm, and will be searching out more places to explore.

"Special projects" eventually appear in most free u programs. They fulfill a need for something different, useful, fun. There are endless possibilities. Try one!

planning ahead

by Jim Killacky

The previous chapters in this manual have been in a sequential order which cooresponds to the usual steps in developing a free university-community education project in a rural setting. In order to round out the sequence here are a few thoughts on planning ahead:

WHAT ABOUT THE NEXT BROCHURE?

If your program is one which puts out a brochure of courses two to three times per year, then you need to develop plans for your next brochure, fairly soon after the present one is complete. Here are some points to keep in mind:

a) How many volunteers will you need to help out?
b) What will be the timetable to produce the brochure?
c) Who will work on i) courses, ii) other writings, iii) registration, iv) publicity, v) leader workshop and making sure other leader needs are being met.

HOW DOES THE PROGRAM CONTINUE TO RESPOND TO COMMUNITY NEEDS?

The life of your program will depend in large measure on its ability to creatively respond to community needs and interests. So it will be important as you plan for future activities to be very aware of what is (or more importantly, what is not) going on in your community. Many programs lose their effectiveness because they lapse into a special focus. For example, it is usually easy to put together a large number of arts and crafts courses, or recreational activities, which will serve some needs and may even draw large numbers of participants. But it seems just as important that programs and courses in other areas be made available such as: community needs (for example, the pros and cons of downtown redevelopment), social issues (for example, drugs and alcohol abuse, nursing homes, aging), energy issues (for

example, will gasohol help the farmers). To do all of this it is important, be you a staff member or a board member, to keep in touch with these and other issues, and seek ways of using your program to provide people an opportunity to learn more about them. Keeping abreast of news in the local paper, stay in touch with state and national issues which affect your community, read other brochures and see what is offered elsewhere, and visit with community leaders, clergy, clubs and organizations to find out what is on their minds.

WHAT ABOUT FUNDING IN THE FUTURE PLAN?

Funding can, to quote from Charles Dickens, provide you with the best of times and the worst of times. In addition to the specific strategies covered in the chapter on Funding, attention - in terms of planning - should be paid to these points:

a) What is the most cost effective budget you can come up with in terms of the maintenance of your program?

b) Can the present sources of funding be relied upon indefinitely? If so, at what level (increasing, decreasing, present). If not, what are future needs and likely sources - local, regional or national?

c) If you are applying for funds for special projects, what will you do after these funds run out? This is especially important if those funds involve a staff person.

DO YOU NEED TO KEEP UP MORALE?

Absolutely! After the initial excitement and enthusiasm wears a little thin, and it inevitably will, it is especially important in your program planning to consider ways to shore up staff, board and volunteer enthusiasm. Here are a few suggestions:

1) Read and contribute articles to pertinent publications such as those of University for Man, the Free University Network and rural organizations such as Rural America, and Catholic Rural Life.

2) Exchange brochures with other programs in your state and around the country. This will both keep you informed on other folks' activities and be a source of new course and program ideas.

3) Whenever and wherever possible attend workshops and conferences put on by free universities, rural groups and other like minded grass roots organizations. Often times speakers, presentations and papers at such meetings will be of great use. But even more important in most cases is the fellowship that comes from meeting and interacting with folks of common interests and engaged in similar activities. Such occasions are very important for keeping the human battery recharged.

If you have answered these questions and considered these suggestions to your satisfaction then you might find it useful to commit the responses to paper in the form of a long range plan for your program. It may sound easy, but one suspects that if you discuss the plan with those concerned -- board members, teachers and other friends -- what sounded easy may actually be a bit complex; but given a thorough and frank discussion the results should set some sound directions for your program. As time goes along, it will be important to have periodic reviews of your program's plan, for if it is indeed to be responsive to people's and community needs and interests then it will need constant updating and revision, as change is around all of the time even though it is hard to recognize and respond to effectively now and then.

bibliography

A Selected Bibliography of Publications

Copies of the following materials are available from the University for Man, 1221 Thurston, Manhattan, Kansas, 66502. For more information and prices phone: State Outreach Publications, 913/532-5866.

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